EDUCATIONAL PARTICIPATION AND SUCCESS RATE OF ELEMENTARY SCHOOL CHILDREN IN RELATION TO CERTAIN PERSONAL AND INSTITUTIONAL FACTORS

ABSTRACT

THESIS SUBMITTED FOR THE AWARD OF THE DEGREE OF

Doctror of Philosophy

IN

EDUCATION

BY

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UNDER THE SUPERVISION OF

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The Constitution of India guarantees free and compulsory education for all children aged 6-14 years through Article 45.This goal should have been achieved in all the states of the Union by 1960.But unfortunately, our success towards this goal has been very slow. On All India basis there has been quantitative expansion of school education in terms of number of schools, enrolment and posting of teachers. There are at present more than 8.45 lakh elementary schools having enrolled about more than 157 million children in the country. But still 6% of the rural population is unserved by elementary schools. There are disparities based on gender, region, caste, creed or language.

Free and compulsory education was made a Fundamental Right for all children in the age group of 6-14 years and included in Part III ["Fundamental Rights"] of the Constitution through the Constitution (86th Amendment) Act 2002, enacted in December 2002. Still there are approximately one crore boys and girls in the age group of 6-14 years does not attend school, out of which 20 per cent are those from whom education are beyond reach. This is challenge for our country and we have to get rid of it at the earliest possible. Jammu & Kashmir has a large number of rural children in the age group of 6-14 who are not attending school and are

engaged in agricultural work. Fairly good quantity of girls is engaged in domestic work instead of going to school. A large number of Muslims living in Ladakh region particularly in Kargil area still hesitate to send their female children to school. The concept of "Elementary Education as a Fundamental Right" is far away from these people.

Some studies have investigated the possible causes for low levels of participation in elementary schooling and high rates of dropout. The first and foremost point which needs some definition is how for the children between the ages group of 6-14 get benefited by education. How for they participate in the process of education at this level. For making the educational process a success the participation of students at every educational activity is very much necessary. The second important issue is the success rate which comes after participation. It is the achievement of students in various educational tasks as shown by the results pertaining to academic activities of the participants in schools.

Since there is a positive correlation between the education, knowledge and development, most of the backward countries or regions are lagging behind in educational levels. This problem came to investigators mind while knowing from the literature that the state of Jammu and Kashmir to which

the researcher belongs falls in the category of educationally backward states. The prevailing disparity in the field of education becomes a concern for the conscious citizens .With the passage of time it came to investigators mind that the prosperity of the state is difficult without the educational advancement. So the investigator started to look in to this problem and reached to the conclusion that a serious and conscious effort is needed to analyze the different aspects of our educational backwardness in the State .Since the first step towards the quality and higher education, enrolment at lower stages, the researcher focused that the whole issue could be addressed by looking at participation as well as success rate at the elementary level.

THE PROBLEM

The reports published by the Government of India shows that there are serious regional imbalances in terms of educational facilities. According to a report (2000-2001) the Jammu and Kashmir state has only about 14300 elementary schools which is small in number than many smaller states alike. The Gross Enrolment Ratio is 91.8% at primary stage and 67% at upper primary stage. However, the basic passion is that all the children enrolled participate effectively in the educative process and acquire minimum essential academic skills. The National Policy on Education (1986) has emphasized that the task of providing compulsory education does not end with enrolment. It is essential that every child participates in the educative process to requisite extent and acquires minimum level of learning. The Ramamurthi Committee Report 1990 has reported a study on participation of children in educative process in which it was found that out of every hundred children enrolled only forty three children attend school everyday in the areas under study. Such studies need to be conducted in other states/areas also

STATEMENT OF THE PROBLEM

The educational scenario of Jammu and Kashmir State motivated the investigator to undertake a study on

participation of students in elementary schools in the age group of 6-14 years. It is expected that the data generated out of present investigation will be useful for policy makers and academicians of the state for making a concrete plan for universalization of elementary education.

The problem selected for the present study reads as under:

"Educational Participation and Success Rate of Elementary School Children in Relation to Certain Personal and Institutional Factors".

DEFINITION OF TERMS

EDUCATIONAL PARTICIPATION

Educational participation signifies how effectively students take part in the teaching-learning process and will be measured in terms of average attendance of children per school and per class.

The average percentage of school attendance is computed as a:

$$\frac{Number\ of\ days\ attended\ by\ the\ student}{Number\ of\ working\ days\ of\ school} \times 100$$

SUCCESS RATE

Success rate indicates the proportional students who acquire the requisite skills and competencies at each stage primary and upper primary levels and will be measured in terms of pass percentage class wise in each school. The success rate is the examination performance of a student's *viz., passed or failed. Therefore the result percentage or pass* percentage of the students is termed as success rate. The result percentage of students is computed as a:

$$\frac{\text{Number of students passed}}{\text{Total number of students}} \text{x} 100$$

ELEMENTARY SCHOOL

According to Carter V.Good, elementary school is "a school having a curriculum offering work in any combination of grades1st- 8th".In India, the first eight years of schooling constitute the elementary education which comprise classes 1st-8th. Hence the stage of first 8 years of schooling has been defined as elementary education.

OBJECTIVES OF THE STUDY

The present study like all other studies has a few objectives which are given below:

i. To study the educational participation rate of elementary school children at various levels from class I to Class VIII.

ii. To study the success rate of the students in elementary schools from class I to Class VIII.

iii. To study the effect of contain personal factors associated with students on their educational participation and success rates.

iv. To study the effect of certain institutional variables in participation and success rate of elementary school students.

HYPOTHESIS

The investigator formulated the following hypothesis.

i. The participation rate is influenced by certain variables such as gender, caste, region, rural- urban location.

ii. The success rate is affected by participation rate and certain other personal variables.

iii. Participation rate is effected by certain institutional factors like type of a school, medium of instruction, school facilities etc.

iv. The success rate is affected by certain institutional variables.

DELIMITATIONS OF THE STUDY

It is generally not possible to study the entire mass of variables associated with a given problem. Every research study is limited in several ways. It cannot be exhaustive and complete in all respects. It has to be delimited in terms of population covered, sample selected, scope of variables studied, the scope of generalization of findings and so on.

The present study has also certain delimitations which are given below:

i. The study was limited to the Jammu & Kashmir State and hence the generalization of findings is restricted.

ii. The study was limited to class I to VIII only due to limitation of time and resources.

iii. Only selected personal variables such as gender, caste and region, rural and urban location have taken into consideration.

iv. Only selected institutional variables like type of a school, medium of instruction, school facilities have taken into consideration.

DESIGN AND METHODOLOGY

A research is considered to be a formal, systematic, intensive process of carrying out a study with a proper method of analysis. While conducting a research, the researcher follows certain methodology, which is to be implemented in a systematic order. It includes all the planned techniques and strategies followed in carrying out the study. From the very beginning the researcher is careful to see if there is no lacuna left in the research work due to the procedure, an important phase of research. The design of study is of prime importance in attracting any research problem in a scientific manner. Kerlinger (1973) has defined research design as "the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance". The plan includes an outline of what the investigator will do from formulating the hypothesis through the analysis of results to the conclusions. In other words a research is a systematic method of operating certain variables under controlled conditions.

The present study aims at studying the "Educational Participation and Success Rate of Elementary School Children in Relation to Certain Personal and Institutional Factors". In

this chapter the details of the method and procedure adopted for achieving the objectives of the study are described.

SAMPLE

A sample of 17280 children reading in 98 elementary schools including both boys and girls was drawn from the population. The method followed was the cluster sampling technique. This technique is used when the population under study is infinite, where a list of units of the population does not exist, when the geographic distribution of units is scattered, or when sampling of individual units is not convenient for several administrative reasons. School populations which are not completely listed, such as all the elementary school children in a state, may be sampled in groups or clusters. Therefore, the sample consists of 17280 children including 9267 boys and 8013 girls studying in 98 elementary schools of J & K state.

RESEARCH TOOLS

PROCEDURE

In each and every type of research study, certain instruments are required for collecting data, such instruments are called tools. Different kinds of tools are used by researchers for collecting different kinds of information most appropriate to their needs. In the present study "School

participation and success information schedule" was used as a tool for gathering data.

The main objective of the study was to find out "The educational participation and success rate of elementary school children in relation to certain personal and institutional factors". The researcher feels to obtain this information "School participation and success information schedule is to be framed. The Investigator constructed "School participation and success information schedule" for the purpose of research work. In order to collect relevant data pertaining to specific objectives, a Schedule was developed by the investigator.

DATA COLLECTION

The investigator personally went to the selected elementary schools of the Jammu and Kashmir state and filled the questionnaire (Schedule) himself by the help of teachers/headmasters of concerned schools. The investigator has taken class wise attendance of three months per school and the information regarding attendance was collected from the attendance registers of the children. The average percentage of school attendance computed as a:

$$\frac{Number\ of\ days\ attended\ by\ the\ student}{Number\ of\ working\ days\ of\ school} x100$$

The information regarding success rate (result percentage) of students was collected from the result books of schools. The word pass percentage of students means the performance of students in the examination viz. passed or failed and is computed as a:

$$\text{Pass percentage} = \frac{\text{Number of students passed}}{\text{Total number of students}} \times 100$$

DATA ANALYSIS

In order to examine and justify the objectives of the study, the investigator used the relevant statistical techniques to summarize and interpret the raw scores. Most of the information was calculated in terms of percentage and frequencies.

To see the significance for the difference between the two percentages (for comparison of groups) Z-test was used. Before using Z-test the investigator computed the standard error of the difference between the two proportions.

$$sDp = \sqrt{\frac{P_1 q_1}{N_1} + \frac{P_2 q_2}{N_2}}$$

Where q = 1-P

N_1 = No. of students in I^{st} group.

P_1 = Percentage of participation or success rate in I^{st} group.

N_2 = No. of students in 2nd group.

P_2 = Percentage of participation or success rate in 2nd group.

It may be recalled that P can never be larger than one. Therefore, in case of percentages the place of decimal has been changed before two digits for finding the Z-Value. For e.g. 77.25 is represented as 0.7725.

Then the test of significance, was applied

$$Z = \frac{P_1 - P_2}{sDp}$$

FINDINGS

The study leads to the following findings.

There are wide disparities in the:

1. Participation rates of children at elementary level in Kashmir, Jammu and Ladakh regions with Ladakh being at a lower stage of participation rate than Kashmir and Jammu regions.
2. Success rates of Kashmir, Jammu, and Ladakh regions. The Ladakh is at the lower stage of success rate than the Kashmir and Jammu regions.
3. Participation rates of male and female children at elementary level in the Jammu and Kashmir state.

4. Success rates of male and female children at elementary level in the Jammu and Kashmir state. The participation and success rate of male children is found to be more than the females.

5. Participation rates in rural and urban areas with urban area being at a much higher stage of attendance than rural ones.

6. Success rates in rural and urban areas with urban area being at a much higher stage of success rate than rural areas.

7. Participation rates in rural and semi-urban areas, with semi-urban area being at a higher stage of participation rate than rural areas.

8. Success rates in rural and semi urban areas.

9. Participation rates of Scheduled Tribes, Scheduled Castes and General Population. The general population has the higher participation rate than the scheduled tribes and scheduled castes.

10. Success rates of Scheduled Tribes, Scheduled Castes and General Children .The general children are at the stage of higher success rate than scheduled tribes and scheduled castes.

11. Participation rates in Government and Private schools.

12. Success rates in Government and Private Schools. The participation and success rate of private schools were found to be more in comparison to the government schools.

13. Participation rates of Urdu and English medium schools.

14. Success rates of Urdu and English medium schools. The participation and success rate of English medium schools were found to be more in comparison to Urdu medium schools.

15. Participation rates of Adequate and Inadequate facility schools.

16. Success rates of Adequate and Inadequate facility schools. The participation and success rate of adequate facility schools were found to be more in comparison to inadequate facility schools.

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Dedicated to
Mummy &
Daddy

Dr. Poonam Chauhan
Reader

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY
ALIGARH – 202002 INDIA

Dated: 26.2.2007

Certificate

Certified that the thesis entitled ***"Educational Participation and Success Rate of Elementary School Children in Relation to Certain Personal and Institutional Factors"*** being submitted to Aligarh Muslim University, Aligarh for the award of Ph.D. degree in Education embodies the original research work of ***Mr. Syed Murtaza Fazl Ali*** and is a record of bonafide research carried out by him under my guidance and supervision.

Poonam Chauhan

Dr. Poonam Chauhan
(Supervisor)

Acknowledgement

It is solely due to the mercy of ***Almighty*** that this work has been completed.

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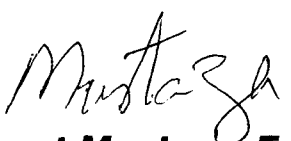

(Syed Murtaza Fazl Ali)

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LIST OF TABLES

ABBREVIATIONS

EGS - Education Guarantee Scheme.

GER - Gross Enrolment Ratio

HRD - Human Resource Development

J&K - Jammu and Kashmir

N - Number of Students

NHSS - Nutritional Health Education of Environmental Sanitation

NIEPA - National Institute of Educational Planning and Administration

NPE - National Policy on Education

P - Percentage

RT - Rehbari Taleem

SC - Scheduled Caste

SCERT - State Council of Educational Research and Training

SDP - Standard Error of Difference between the Two Proportions

SSA - Serva Shiksha Abhiyan

ST - Scheduled Tribe

UEE - Universalization of Elementary of Education

UGC - University Grants Commission

UT - Union Territory


INDIA
ADMINISTRATIVE DIVISIONS 2001
Boundary, International
Boundary, State/U.T.
KILOMETRES
100 50 0 100 200 300 400 500
AFGHANISTAN
PAKISTAN
CHINA
NEPAL
BHUTAN
BANGLADESH
MYANMAR (BURMA)
SRI LANKA
Jammu And Kashmir
Himachal Pradesh
Punjab
Chandigarh
Uttaranchal
Haryana
Delhi
Rajasthan
Uttar Pradesh
Bihar
Sikkim
Arunachal Pradesh
Assam
Nagaland
Meghalaya
Manipur
Tripura
Mizoram
Jharkhand
West Bengal
Madhya Pradesh
Gujarat
Chhatisgarh
Orissa
Daman And Diu
Dadra And Nagar Haveli
Maharashtra
Andhra Pradesh
Goa
Karnataka
Tamil Nadu
Kerala
Pondicherry
P - Pondicherry
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
ANDAMAN SEA
Andaman and Nicobar Islands
Lakshadweep (INDIA)
INDIRA POINT
EAST OF GREENWICH

Jammu & Kashmir Map

Chapter – I

Theoretical Framework

CHAPTER - I

THEORETICAL FRAMEWORK

1.1 KASHMIR AND ITS PEOPLE

Jammu and Kashmir is the land of snow clad mountains that shares a common boundary with Afghanistan, China and Pakistan. It is the northern most state of the Indian Union. Kashyapa is said to have laid the foundation of Kashmir. Buddhism influenced Kashmir during the rule of Ashoka and the present town of Srinagar was founded by him. This place was earlier called 'Srinagari' or Purandhistan. The Brahmins who inhabited these areas admired and adorned Budhism too. From the regions of Kashmir, Budhism spread to Ladakh, Tibet, Central Asia and China. Various traditions co-existed till the advent of the Muslims. The Mughal had a deep influence on this land and introduced various reforms in the revenue industry and other areas that added to the progress of Kashmir. A few chieftains who formed part of the administration were of the Hunza, Kishtwar, Gilgit Ladakh. During the period of Dogra dynasty, trade improved along with the preservation and promotion of forestry. Art and crafts also developed through encouragement. After independence of India in 1947 this region formed a part of

the Indian territory and is an integral region that contributed its part to preserve the unity and integrity of India.

Kashmir is famous for its natural beauty and has often been referred to as the 'Switzerland of the East.' The heart of the area is the fertile vale of Kashmir (known as the Valley), which lies between the Himalayas and the Pir Panjal mountain range. Here the climate is mild and the soil well watered.

Jammu and Kashmir State has a geographical area of 222,236 sq. kms.comprising 6.93 percent of the total Indian Territory which included 78.114 sq.kms. under illegal occupation of Pakistan and 5,180 sq. kms. illegally handed over by Pakistan to China and 37,555 sq. Kms. under the illegal occupation of China to Leh (Ladakh) district. Mount Godwin Austen/K2 (8,611m/28,250 ft) and mount Nanga Parbat (8,123m/26,650 ft) lie in Northern Kashmir. The Indus River flows through Kashmir. The river Jhelum flows through the vale of Kashmir. The mountains have very precious forests.

The population figures (according to Census of India 2001) excluding population of areas under unlawful occupation of Pakistan and China where Census could not be taken. Thus in an area of 101,387 sq. kms., 10,069,917 people inhabit, which forms a density of 99 persons per

sq.km. Leh (Ladakh) district has the distinction of being the largest disrict area-wise, in India (45,110.0 sq. kms) with second lowest density at 3 persons per sq. km. The 101,387 sq.km. area of state is demarcated into 14 districts,59 Tehsils and 121 C.D. blocks which is further delimited into 2,661 panchayats, 75 urban areas and 6,652 villages. The 75 urban towns include 7 urban agglomerations also. The 11 tehsils are entirely rural. Population wise Zanskar tehsil of Leh (Laddakh) region has the distinction of being the smallest tehsil in India with a population of 12,167 persons only.

About 10,069,917 people live in Kashmir, of which around 70% are Muslims. The rest include Hindus, Sikhs, and Buddhists.

The capital of Jammu and Kashmir is Srinagar in the summer and Jammu in the winter. Srinagar and Jammu are connected via a road (305 km/190 Mi) which passes through the Bahnihali Mountains and the Jawahar Tunnel and leads into the vale of Kashmir.

SRINAGAR

Srinagar is the summer capital of Jammu and Kashmir. The city is in the centre of the vale of Kashmir, standing on the banks of the river Jhelum, nested in the mountains, 112 km. (70mi) from Bahnihali pass and 1,585 m(5,200ft) above

sea level. Srinagar is criss-crossed by lakes, canals and bridges and is surrounded by beautiful gardens, and has often been compared to Venice.

PLACES OF INTEREST

The Mughal gardens, Pahalgam, Dachigam, Kokarnag and Varinag are full of beautiful Chinar trees, flowers and water fountains. Gulmarg is famous for its beautiful meadows, golf course and its skiing.

THE PEOPLE OF JAMMU AND KASHMIR

PEOPLE OF JAMMU

DOGRAS

Jammu province is inhabited by diverse castes and sects. The Dogras inhabiting the hilly tract bounding the mountains of the Kashmir Valley on the south and extending to the plains of the Punjab, have descented from Aryan stock. They speak the Dogri language- a mixture of Sanskrit, Punjabi and Persian – whose origin goes back to the Indo-Aryan branch of Sanskrit. Their staple food consists of rice, wheat and pulses. Their dress is simple, a short coat or a flowing shirt with pyjamas at the knees and tight-fitting at the ankles.

The Dogra Rajputs, who have traditionally made the Army their profession are not big build, their average height being 5'4" (160 cm). The men's complexion is light brown, the women's lighter still. The dishes like auria and ghiwar are delicious with abundant nutritional value. Distinct and remarkable, Dogra cuisine complements the people's achievements as soldiers, painters and builders of the temples and forts. Dogras have made a notable contribution to the development of painting in India. Basohli school emerged as a great centre of painting early in the 18th century. The Dogras are deeply attached to their land. Much of their folklore-myths and legends- related to their shrines. Religion also contributed to the mass entertainment of the people in the form of Ras dances.

The Brahmins of the Jammu province are mainly engaged in agriculture. A minority among them comprise the priest class. The Chibbalis and the Sudans-the chief sects among the Muslim. Rajputs-are also a martial race.

Khatris and Mahajans are of Punjab stock. They generally follow sedentary occupation like trade and commerce. Harijans constitute another large segment of population. They are agriculturists and pursue semi-skilled professions, including those of cobblers and scavengers.

Strong muscled, virile, simple and truthful; the Paharis inhabit the hilly tracts of the 'middle mountains. Their's is a hard life, rearing sheep and cultivating the sparse available tracts of land on hilly, sloppy terraces for barley, wheat and maize. Many people of this area recruits to the Army. Their hospitality is exemplary. Their diet is simple. Their language is a mixture of Dogri, Punjabi and Hindi. Generally dressed in grey woolens and loose pyjamas.

The physical features of a Kishtwari are unmistakably those of an Indian-dark complexion, thick protruding lips and broad noses, akin to Dravidians. They are of short stature, simple and unsophisticated but are very hardy. They are sure-footed mountaineers. The people speak Kishtwari dialect, which is a mixture of Dogri and Kashmiri.

PEOPLE OF KASHMIR

KASHMIRIS

According to historians, the ancestors of Kashmiris are early immigrants from India proper. With the spread of Buddhism, many scholars came to Kashmir from far-off lands for research and study. This resulted in the emergence of Buddhism. The contact of Kashmiris with the Roman, Greek and Persian civilizations and the interaction, made for a happy blending of cultures. Most of the people claim their

descent from the Indo-Aryan Stock. Actually, Kashmir is inhabited by diverse and different races, distinct in their looks, dress, food habits, customs, speech and traditions.

The Kashmiris made remarkable contributions to story – telling, mystical poetry, the shaiva philosophy, grammar and the sciences. Folk-songs and dances as well as the various arts and crafts, for which Kashmir is world famous, bear eloquent testimony to the artistic and cultural genius of the people of Kashmir.

Most of the people in the valley are fair-complexioned, with light brown hair, blue or gray eyes, chiseled features and fine physique. There are also people with a whitish complexion, black almond eyes and black hair- Kashmiris tend to be superstitious.

The Kashmiris on the whole are non-aggressive and temperate in nature and very God fearing. They have been regarded as non material in character. They can be singled out as extremely warm, friendly and hospitable. The Kashmiri pandits life and habits are simple and frugal, he tends to be individualistic and largely intellectual. Traditionally, he avoids doing manual labour and has clung to professional and administrative jobs. Kashmiri muslim on the other hand, is generally more active, energetic and dynamic. He is an

unrivalled craftsman, deftly producing time-honored designs,intricate and beautiful on papier-mache, wood, silver and gold and embroiders and weaves the most exquisite shawls, carpets and rugs. He is an excellent cultivator, rears sheep and cattle and is self-employed in cottage industries. He is also a shrewd businessman.

FOOD

Rice is the staple food of the Kashmiris and meat cooked in delicious varieties, goes with it. Kashmiris pride over Kram sag (a kind of leafy green vegetable), nadru (lotus stalk) and turnips. The tea that Kashmiris drinks is called Kahva a concoction of green tea leaves brewed in the samovar and enriched with pounded almonds, cardamom seeds, and cinamon stalks overdosed with sugar and served without milk. The other well known kind of tea is Shirchai (Noonchai)-salted and milked, pink in colour, with lots of cream on top of it.

LADAKHIS

The people of Ladakh region have Mongoloid or more accurately Turanian features. People of this region have a cheerful disposition and are peace-loving. According to the 1971 Census, the population of Ladakh was estimated at

105,000. Fifty five percent of the Ladakhi's are Buddhists by faith and the rest are Muslims.

Ladakhis call themselves 'Bo-pa' i.e. ancient Bhauttas. They speak a Tibetan language which is a dialect of Tibet. Ladakhis are sincere and honest. About 90 percent of them depend on agriculture for their livelihood. Barley, wheat, buck wheat, peas, rapeseed and beans are the main agricultural products. Apples and apricots are grown in warmer regions of low altitude.

1.2 SPECIAL FEATURES/STATUS

Contrary to claims made by Kashmiri secessionists and their sympathizers, there is no legal ambiguity about the accession of Jammu and Kashmir to India. At the time of independence from Britain in 1947, the more than 500 principalities that formed the Indian dominion had the option to join India or the newly formed Pakistan, or declare themselves as Independent state. The principality of Jammu and Kashmir was invaded by Pakistan to force its King Maharaja Hari Singh to join Pakistan. In face of the open aggression the King decided to accede to India. This accession was supported and ratified by Shiekh Mohammad Abdullah the leader of National Conference, the largest political party in the state which had mobilized the masses

against autocratic rule of the King. As part of the agreement of Jammu and Kashmir's entry into the Indian Union, a special status was given to the State which was enshrined in the Article 370 of the Indian Constitution.

SHIEKH- INDIRA ACCORD 1975, AGREED CONCLUSION

1. The State of Jammu and Kashmir which is a constituent unit of the Union of India, shall in its relation with the Union, continue to be governed by Article 370 of the Constitution of India.

2. The residuary powers of legislation shall remain with the State, however, parliament will continue to have power to make laws relating to the prevention of activities directed towards disclaiming, questioning or disrupting the sovereignty and territorial integrity of India.

3. Whereas any provision of the Constitution of India had been applied to the State of Jammu and Kashmir with adaptation and modification, such adaptations and modifications can be altered or repealed by an order of the President under the Article 370, each individual proposal in this behalf being considered on its merits; but provisions of the constitution of India already applied to the State of Jammu and Kashmir without adaptation or modification are unalterable.

4. With a view to assuring freedom to the State of Jammu and Kashmir to have its own legislation on matters. like welfare measures, cultural matters, social security , personal law and procedural laws, in a manner suited to the special conditions in the state, it is agreed that the State Government can review the laws made by Parliament or extended to the State after 1953 on any matter relatable to the concurrent list and may decide which of them, in its opinion, needs amendment or repeal. Thereafter, appropriate steps may be taken under Article 254 of the constitution of India. The grant of president's assent to such legislation would be sympathetically considered. The same approach would be adopted in regard to laws to be made by Parliament in future under the provision to clause 2 of the Article. The State Government shall be consulted regarding the application of any such law to the State and the views of the State Government shall receive the fullest consideration.

5. As an arrangement reciprocal to what has been provided under Article 368 a suitable modifications of that Article as applied to State should be made by Presidential order to the effect that no law made by the Legislature of the

State of Jammu and Kashmir seeking to make any change in or in the effect of any provision of Constitution of the State of Jammu and Kashmir relating to any of the under mentioned matters, shall take effect unless the Bill, having been reserved for the consideration of the president, receives his assent; the matters are:

(a) the appointment, powers, functions, duties privileges and immunities of the Governor and

(b) the following matters relating to the elections namely, the superintendence, direction and control of Elections by the Election Commission of India, eligibility for inclusion in the electoral rolls without discrimination, adult suffrage and composition of the Legislative Council, being matters specified in sections 138, 139, 140 and 150 of the Constitution of the State of Jammu and Kashmir.

6. No agreement was possible on the question of nomenclature of the Governor and the Chief Minister and the matter is therefore remitted to the principals.

1.3 OVERALL EDUCATIONAL SCENARIO

Today, the world is going through rapid changes in all dimensions of development. In this era of rapid social

transformation and technological revolution, education has become the corner stone and main machinery of development in many countries (Chaugh 2004).

Education in Jammu and Kashmir has seen many ups and downs from ancient times to the modern day. At the dawn of history Kashmir was a centre of Sanskrit learning, vedic teachings and even pre-vedic studies. Maharaja Hari Singh took keen interest in the expansion of education during his regime. During this period an attempt was made to introduce compulsory primary education in the State in the districts of Srinagar, Sopore, Udhampur and Jammu in the age group of 6-14. He made attempts to popularize education by granting large number of scholarships for the children belonging to backward classes. In government schools nearly two thirds of the children enjoyed free-ships. After the Wardha Education Committee submitted its report, the State government took keen interest to give a practical shape to the recommendations of the Committee.

In 1938, an Educational Reorganisation Committee was founded under the Chairmanship of Mr. K.G. Saiydain. The Committee recommended that:

A seven years primary or basic education should be the goal of all children in the State between the ages 7 and 14.

Drawing up of a 25 years plan to attain full universal and compulsory education in State. Village with 500 inhabitations should have a school within 10 years. A scheme of basic education should be drawn up in which craft teaching and book teaching should be given simultaneously with each other. Two training schools properly staffed and equipped should be set up one in Jammu and one in Srinagar. Provisions should be made for the construction of 100 buildings every year for basic primary schools and craft schools need specially constructed houses. In secondary education overcrowding should be avoided, grant-in-aid rules should be liberalized to invite private effort, secondary school education to be related to the vocational life and needs of the people. With regard to the education of girls the committee recommended-

20 Primary and 4 middle schools should be opened every year. More scholarships, two Inspectors of Schools are to be appointed. A central library is to be attached to the office of the Chief Inspector of schools. There should be minimization of wastage in schools. Free books are to be distributed to girls reading in 4th and 5th classes. Syllabus to be reorganized and training classes of women teachers are to be opened.

In 1938, a teacher training school was opened in Srinagar with 8 teachers and an enrolment of 102. The B.T classes were established for the training of graduate teachers in State in 1940 with an enrolment of 30. Refresher courses for junior and senior class teachers were also started in training schools.

By the end of the year 1947, the total number of educational institutions in Jammu and Kashmir was 2158 with a total enrolment of 112298 students. The educational budget for the year 1946-1947 was Rs.3751500 forming seven percent of the State's revenue. In 1947 when India achieved independence a large part of State went under the illegal occupation of Pakistan and the number of educational institutions was reduced to 1835 in Jammu and Kashmir Stat.

After Independence great impetus was given to the development of education in the State. Text-book Advisory Board was set up in 1948 under the Chairmanship of the Education Minister. Many new schools and colleges were opened on modern lines in order to raise the level of education on sound footing. The University of Jammu and Kashmir which was established in 1948 became the examining body, but it started teaching work in 1956 with the opening of three post - graduate departments - two departments of

Geology and Economics in Jammu and one of English in Srinagar. In 1958, three more departments were added to Srinagar Campus. In 1961, there were six teaching departments in the University with the enrolment of 171. An Educational Re-organization Committee was appointed in August 1950 under the Chairmanship of Education Director A.A. Kazimi. The Committee recommended that "Primary Course should be made a self-sufficient unit of seven years duration for age groups 6-13. Compulsory Education Programme may be extended to more towns in the State".

During the years 1951-1960 two colleges for women were started one at Jammu and the other at Srinagar. Education was made completely free for all levels, i.e. from pre-primary to the higher education stage. Intermediate colleges started in Sopore and Anantnag. At the end of 1960 there were 5133 primary schools, 1354 middle schools, 559 high and higher secondary schools, 9 colleges and 19 institutes of technological and professional education.

In the decade of 1971-80, an important feature of the period was that the Government of Jammu and Kashmir appointed an Education Committee under the Chairmanship of Shri Bhagwan Sahay, the then Governor of Jammu and Kashmir State:

The Committee recommended a New Education System with a primary and middle school stage covering eight years (classes I-VIII or 6 -14 years age), to be divided into two sub-stages, a primary stage covering I-V and a middle stage covering VI-VIII. A Second stage covering four years classes from IX-XII. The Committee also made a recommendation for revision of curricula at the school stage. The Committee made important recommendations for improvement of teacher education, qualitative upgrading of schools at all levels, improvement of text books and teachers guides, establishment of State Board of School Education, introduction of new and dynamic methods of teaching strengthening and re-organization of educational administration, universalization of science and mathematics teachers at school stage and enrichment of science and mathematics courses at +2 stage.

In the year 1990-91 the State Government claimed that there were 68 percent trained teachers for primary and 69 for middle schools. But in the 2001-02 only 58 percent trained teachers were for primary schools and 54 percent for middle schools. In the year 2006 the state government reformed the educational structure under Serva Shiksha Abhiyan Scheme at

elementary level so that all the children aged 6-14 years may be enrolled in schools.

1.4. ELEMENTARY EDUCATION

The nation is firmly committed to providing education for all, the priority being free and compulsory education, coverage of children with special needs, eradication of illiteracy, vocationalisation, women's education and special focus on the education of socially disadvantaged sections.

Education has been assigned high priority among many national objectives. Article 45 of the directive principles of the Constitution urges to provide free and compulsory education for all children until they complete the age of fourteen years (Probe-page3) as education has influenced on the various sides of human personality as well as society. Since the time of independence, the Indian Government has done its level best to implement the vision of education embodied in Article 45 of its Constitution, which states free and compulsory education for all children until the age of 14. The Indian National Education Policy (1968) revolted that education should be made available to people of all children, caste and the community. The obligation remained unfulfilled as resources were inadequate during the early years of independence. Other sectors of education, especially higher

education received more attention than the universalization of elementary education. A shift in policy, however, appeared after 1976, when more resources were made available for elementary education; formal and non-formal. This shift in emphasis gained further momentum with the launching of the National Policy on Education 1968 which has underlined the importance of elementary education. The NPE has been elaborated in the Programme of Action, paving the way for programmes like Operation Blackboard.

Research related to elementary education is a phenomenon of the Post-Independence period. The first study in the field was a doctoral thesis on compulsory education by Desai (1951). In all, more than 280 researches in this field have been located, of these 9 belongs to 50s, 25 to the 60s; 68 to the 70s; 106 to the 80s and others to 90s and onwards.

Free and compulsory education was made a Fundamental Right for all children in the age-group of 6-14 years and included in Part III ["Fundamental Rights"] of the Constitution through the Constitution (86th Amendment) Act 2002, enacted in December 2002. The new Article 21A inserted by the above amendment reads as follows:

"2IA Right to Education- the State shall provide free and compulsory education to all children of the age of six to

fourteen years in such manner as the State may, by law, determine."

To cover all the children in the age group 6-14 under the umbrella of elementary education, government decide to provide incentives such as mid-day meals, free text books, stationary and uniforms to poorer pupils.

Even after 58 years of Indian Independence, the goal of universal elementary education has not been achieved so far. About ten million children of school going age are not attending elementary schooling even today (Aggarwal Vol. 2, 2002) in spite of the fact that NPE 1986 was adopted and efforts had been made through successive Five Year Plans to achieve the target of 100 per cent literacy through compulsory and free education for the children.

With the aim of providing universal elementary education for all children upto to the age of 14 years, the Compulsory Elementary Education Act was passed in the year 1994/95. With a missionary zeal, the State Government had taken concrete steps and a series of initiatives to provide quality universal elementary education. Tamil Nadu is considered to be the free-runner in implementing schemes to achieve Universal Elementary Education.

In Jammu and Kashmir State a good number of children are engaged in agricultural work. Thus these children find little time for other works, such as schooling. In many villages there are no proper facilities for education. Mostly we find schools with poor condition of buildings, no furniture and above all no competent teachers. In villages of remote areas the educational condition is still not bright. Therefore the parents who are already hard up do not usually think of education for their boys, let alone their girls.

Since 1981 Census, the literacy rate in the Jammu and Kashmir State has made substantial progress but still lags behind the national average. It has marked an increase of 24.29% and 23.45% in respect of male and female literacy respectively during the last two decades. The rural males have taken lead over urban males by 3.56 percent. The literacy rate among males in rural areas has increased by 23.99% since 1981 Census. In respect of urban males, there is an increase of 20.43%. Similarly, the literacy progress among the female is noticed higher in rural areas by 1.73% than the urban areas. It has jumped from 12.19% to 35.09% since 1981 which is almost three-fold and marked an increase of 22.90%. In urban areas, the female literacy has crossed 60% in census 2001. It is noticed at 62.22% which is an

increase by 21.17% since 1981. The difference between the highest rural and highest urban literacy rate of females is 26.06% while as that of male is 12.39%. The lowest of rural and the highest of urban difference between the male is 58.21%. The highest of urban female and lowest of rural female is 77.25% which is definitely a very big gap. The difference between highest and the lowest literacy of rural male is 45%. Similarly the difference between highest and the lowest literacy rate of rural female is 51% and in respect of urban areas the difference is 50.0% in respect of male and 73.25% in respect of female and it is quite alarming.

Elementary education is the most important stage of learning. It constitutes the bedrock supporting the whole edifice of education. It is absolutely essential that a strong foundation of education is given at this stage. The progress of elementary education in some areas of the Jammu and Kashmir State is very low due to number of problems which require priority attention. Some of these are low enrolment of girls, education of disadvantaged groups, lack of physical infrastructure in the primary schools like classrooms, teachers, teaching learning equipment, problems of working children, low levels of achievement and regional and rural-urban disparities. Various commissions and committees

emphasized that the highest priority should be given to the elementary education. The State and Central Government spends a lot of money in the sector of elementary education every year. Jammu and Kashmir Government has established EGS centers, ICDS Centers and SSA schools for universalization of elementary education. Rehbari Talim Teachers have been recruited in rural areas. But unfortunately due to corruption and lack of proper inspection these schemes are proving defunctional. It is the responsibility of the Jammu and Kashmir Government to take concrete steps for the implementation of constitutional directive so that all children in the age group of 6-14 may attend school regularly.

1.4.1 CONSTITUTIONAL POSITION

The Constitution of Jammu and Kashmir, has laid down that state shall within the limits of its economic capacity and development, make an effective provision for securing the right to education. This directive and desire have also been highlighted in Article 41, 45 and 46 of Indian Constitution.

The fathers of the constitution looking to the specific nature and importance of education, impressed a provision for 'free and compulsory' education for all children until they complete the age of 14. A time frame has also been set-up

for the purpose of realizing this constitutional imperative. So an all-out effort was started in 1950 to achieve this obligation, within the stipulated time of ten years.

Until, 1976 the education was exclusively, in the state list but by a constitutional amendment, in 1976, it has been shifted to the concurrent list. A National Policy on Education has been adopted in 1968, which has been serving as a framework at the National level, for educational developments in the country. Under this new educational policy, the central and the states share the operational cost as well as the responsibilities of education, though primary responsibility rests with the states.

The stipulated time of ten years has since been lapsed and yet the State is experimenting to implement the directives regarding education. Education being a State Subject, the Union Government cannot interfere directly into the policy of this state towards education. Nevertheless, the State Legislature and Parliament both share powers and responsibilities to legislate on issues ascribed under entries No.20, 25, 26, 27, 39 and 40 of the concurrent list and State legislature has retained the powers to deal only with two entries No.11 and 12. Besides the State and the Central Government with their respective ministers, there are other

institutions like the UGC and NCERT, which have been engaged in this enterprise. The record of Seventh Five Year Plan reveals that Central Government did not attach top priority to education even though prominent leaders stressed this vital sector of human resource development. This anomaly was sought to be corrected through New Education Policy wherein Central Government took up the strategy of 'Operation Black Board'. Basic Education has been accepted as the pattern of national education after independence. The Minister of Education said in 1949: 'of the tasks which confront us, two are of universal importance. They are the provisions of universal basic education for all children of school-going age and social education for adults who have not received the benefits of literacy. Article 20 of Kashmir Constitution is the only directive which has set up a time limit, in view of the significance of education to the society at large. This aim of the Constitution has been, to do away with illiteracy, so that coming generations can have better understanding of the social, economic and political problems surrounding them.

The programme of education, as envisaged in the constitution has been divided into two age groups 6 to 11 and 11 to 14. But despite all efforts of the State during the last

four decades of the working of the Constitution, it has not been possible for the educational system to achieve the goal of universal education upto age of 14 years. The constitutional time limit is long over. There may be some major reasons, such as explosion of student population, wastage and stagnation at the primary stage, lack of suitable machinery for attendance, lack of school and school buildings, small and scattered habitations, resistance to the education of girls, non-cooperation of parents especially in the case of girls, poverty of parents, etc. But the main reason, it may not be out of place to mention, has been the negligence of the Government in providing financial resources towards expansion of primary and secondary education and bureaucratization of education at all levels.

Only the administration was found in setting up commissions of 'Enquiry and Expertise' and most of the recommendations of these commissions were either put in the cold storage or were at the stage of 'receiving consideration' - an evasive policy.

Consequently not much attention could be given to the development of education from 1947 to 1965 due to many socio-economic and political reasons. The constitution of India

provides equality of educational opportunity through following Articles:

Articles 41:- Part IV Directive Principles of State Policy:

It states the state shall within the limits of its economic capacity and development, make effective provision for securing the right to work and education.

Articles 45: The state shall endeavor to provide, within a period of ten years from the commencement of this constitution (1950), for free and compulsory education for all children until they complete the age of fourteen years.

Articles 46: The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation.

The Constitution of Jammu and Kashmir state also makes provisions for the equality of educational opportunity for various sections of population through following Articles:

Articles 20: The state shall endeavor:

i) To secure to every permanent resident, the right to free education up to the University Standard.

ii) to provide within a period of ten years from the commencement of this constitution, compulsory education for all children until they complete the age of fourteen years; and

iii) to ensure to all workers and employees adequate facilities for adult education and part time technical, professional and vocational courses.

Article 21: The state shall strive to secure:

(a) To all children the right to happy childhood with adequate medical care and attention.

(b) To all children and youth equal opportunity in education and employment, protection against exploitation and against moral or material abandonment.

Articles 23: The state shall guarantee to the socially and educationally backward sections of the people, special care in the promotion of their education, material, cultural interests and protection against social injustice.

1.4.2 PROGRESS

Spread of education in the state has made great strides during the past decades of planned development and to some extent considerable educational facilities are being made available even in remote, hilly and backward areas. Besides,

mobile educational institutions have been provided for nomadic population of Gujjars and Bakerwals. The development of elementary education in Jammu and Kashmir is given in detail:

Primary Education

According to available sources, the first primary school on modern lines was started in Jammu somewhere around 1862 which was named 'Jammu School'. Then the middle school of Srinagar which was started with primary class enrolment in 1874. The exact enrolment in these schools is not known, but it must have been miserably low at the time of their inception. The Christian Mission School started functioning in 1880 with 5 students but all these three pioneer schools which gathered momentum in the next few years, so that only in the Christian Mission School enrolment went upto 47 in 1883.

In the year 1890 there were 8 Government Primary Schools in the State with an enrolment of 950 students. In the subsequent year the number of schools rose to 23 out of which 21 were Government schools, 2 were private schools, with total enrolment of 1540. By the end of the century, there were 33 primary schools in Jammu and 14 in Kashmir a total enrolment of 1278. While the number of Hindus on roll was

711, there were 527 Muslims and 40 Sikh students in these schools. During the decade 1890-1900, five primary schools were opened in Ladakh Wazarat (new district) one each at Gilgit, Aster, Ladakh, Chilas and Gupis. The schools in Gilgit and Aster were opened under the supervision of Wazir-e-Wazarat of Ladakh and the Gupis school worked under the political agent of Gilgit. In 1900 the enrolment in Gilgit school was 55. During this period the scheme of holding six monthly promotion examinations in primary schools was given a trial. School inspection agency was strengthened with the appointment of one more Assistant Inspector of Schools. In 1915-16 a conference of Educational Officers and Headmasters of Secondary Schools was held under the Chairmanship of the Minister of Education. Some important steps to improve the working of primary schools were taken. In 1916 Sharp Committee recommended for establishing a school in every village with 500 or more inhabitants. To remove the overcrowding in classes, it was decided to have one teacher for thirty students.

By the end of the year 1920 there were 321 boys primary schools and 14 girls primary schools with an enrolment of 15819 and 828 respectively. During the decade 1920-30 an important feature was the enactment of Jammu

and Kashmir Education Act 1930 which was aimed at introducing compulsory primary education in the Municipal and Notified Areas of Srinagar, Sopore, Jammu, Mirpur and Udhampur. Though the Act could not be vigorously enforced, it still improved the enrolment in primary schools. Before the year 1930, there were 848 boys primary schools and 132 girls primary schools and in the decade after 1930 the boys enrolment rose to 40186 and of girls to 6415. The subsequent decade was full of important events for primary education. The Basic Education Scheme propounded by Mahatama Gandhi was much appreciated by the State Government. This scheme was meant to give the child an education which would train both his head and hand. It was a seven years course for primary education and was claimed to be well suited to the needs of the Indian Child. In 1938, an Education Reorganization Committee was appointed under the chairmanship of the then Director of Education, Mr. K. G. Saiydain. As a result of recommendations of this Committee many new Basic Schools were started in the State during the decade. In 1939, 30 primary schools were converted into Basic Schools and 101 teachers were trained in new techniques of basic education. In the year 1940 there were 1005 Primary Schools for boys and 169 primary schools for

girls. The enrolment rose to 46,598 and 8,304 respectively. A Teachers Training School was opened in Srinagar in 1938-39 and in Jammu in 1944-45 to fulfill the growing demand for basic education teachers. Despite a reasonable progress achieved in the decade (1940-50), the results at the time of accession to India in 1947 were not to the satisfaction.

Jammu and Kashmir School Education Act (1984) provides for free and compulsory primary education through out the state. In fact such a provision had already been there in the constitution of the State.

In 1951, the total number of primary schools in Jammu and Kashmir State was 1115 out of which 940 schools for boys and 175 schools for girls enrolling 66,000 boys and 12,000 girls. From 1951 to 2001 various committees have laid the stress on improvement of primary education. In 2001-2002, the total number of primary schools were 10934, 8114 schools for boys and 2820 schools for girls enrolling 4.993 lakh boys and 4.181 lakh girls. There were 2162 teachers, 1948 male teachers and 214 female teachers working in primary schools in 1950-51. In 2001-2002, 28138 teachers were working in primary schools, 17065 were male and 11073 were female teachers.

Middle School Education

In the year 1882 one middle school existed in Srinagar. By the end of year 1891, 3 middle schools were functioning one each in Srinagar, Mirpur and Akhnoor. The enrolment in Srinagar Middle School was 249 and in Mirpur and Akhnoor combined 268. Apart from these three middle schools the High School functioning in Jammu had classes VI-VIII. In the year 1891-92 the Srinagar Middle School was upgraded as a High School. In the same year 7 students from Srinagar took the middle examination from Punjab University and passed. While 8 out of 12 students who appeared for the same examination from Jammu also passed. By the end of the last century there were 9 middle schools with 897 Hindus, 261 Muslims and 15 Sikh students studying in them. The Jammu High School and Srinagar High School were also catering to the needs of middle School classes. By the end of the subsequent decade the number of middle schools rose to 19. The Sharp Committee recommended that more Muslims and more girls should be encouraged to take up education after class V. In the year 1920 there were 35 boys middle schools with an enrolment of 6,363 and six girls middle schools enrolling 852 girls. During the decade 1920-30 the rise in the number of institutions and enrolment was steep. On an

average one middle school was added every year. In 1930, 22 boys middle schools enrolled 9,005 boys and 23 girls schools were catering to the needs of 3538 girls. There were 103 middle schools with an enrolment of 20,410 and 39 girls schools with an enrolment of 5,675 girls in 1940. During the next decade things changed due to the partition of the country. After independence there were only 102 middle schools for boys and 37 middle schools for girls.

By the end of the First Five Year Plan (1955-56) the number of primary schools rose to 1882 with 2191 teachers and middle schools to 255 with 1505 teachers. By the end of the Second Five Year Plan (1956-61) the number of primary schools increased to 2859 with 4404 teachers and middle schools to 533 with 2412 teachers. By the end of the third Five Year Plan (1961-66) the number of primary schools rose to 4504 with 5477 teachers and middle schools rose to 1133 with 4785 teachers. By the end of the 4th Five Year Plan (1969-74) the number of primary schools rose to 5777 with 8183 teachers and middle schools rose 1842 with 10262 teachers. By the end of the Fifth Five Year Plan (1974-79) primary schools increased to 7034 with 9885 teachers and the number of middle schools were 1997 with 12306 teachers. By the end of the Sixth Five Year Plan (1980-85)

number of primary schools increased to 7860 with 11970 teachers and middle schools to 2193 with 16286 teachers. By the end of the Seventh Five Year Plan (1985-90) the number of primary schools was 9242 with 16440 teachers and middle schools rose to 2438 with 17999 teachers. By the end of the Eighth Five Year Plan (1992-97) the number of primary schools was 10483 with 22113 teachers and 3104 middle schools with 23362 teachers.

By the end of the Ninth Five Year Plan (1997-2002) the number of primary schools rose to 10934 with 28138 teachers and the number of middle schools rose to 5040 with 31267 teachers. The Tenth Five Year Plan (2002-2007) is being prepared against a background of high expectations, arising from some aspects of our recent performance. However, at present a major portion of outlay provided for the education being spent on the 'Salary Component'. A large sum is required for providing buildings and other infra-structural facilities to the educational institutions in the State. Large number of primary schools was opened, Rehbari Talim Teachers have been engaged and primary schools have been upgraded under SSA Scheme in the year 2004 and 2005. Village level Educational Development Committees have been

formulated for the active participation of educational Institutions.

The overall literacy rate of the state is 54.46% as per Census 2001 and it was 30.64% in the last Census held in 1981. It means literacy rate in the state has made substantial progress.

1.4.3 PROBLEMS

Lawrence while commenting on the state of education in Kashmir pointed out: "State is educationally backward."... "The state is also old fashioned and recognizes that the supply of educated Pandits is already far greater than the demand." Overall, the education was very poor. The number of schools and educated people were very small. Only a section of people was involved in the teaching-learning process. The rate of literacy was rather negligible at the time of independence.

The State of Jammu and Kashmir has adopted 58 years ago, the policy of free education from primary stage to post graduate and at present is the only state to have this unique position. The main objective behind this step was to remove widespread illiteracy and social backwardness of the state.

In spite of the efforts of the State Government, the state continues to be one of the educationally backward state

of the country and not withstanding commitment regarding universalization of elementary education, the goal seems to be a distant dream. Even though Jammu and Kashmir Government spends more on education than national average, yet it continues to be educationally backward. On the one hand in April, 1989 Jammu and Kashmir school Education Act has been passed to achieve the goal of universalisation of elementary education. The Act provides for free and compulsory education for children upto the level of class VIII throughout the State within a period of ten years. On the other hand various weaker sections of population have lagged behind in education in comparison to general population. The condition of education among scheduled castes, scheduled tribes, and backward classes is unsatisfactory. Their literacy level lags behind. The Jha Committee has recommended that the success of the Act will be possible if district-wise surveys are conducted, and group experts study in detail various problems of backward classes and backward regions.

Minutes of 23rd Meeting of the Project Approval Board for Sarva Shiksha Abhiyan on 28 October, 2002: Consideration of Annual Plan 2002-2003 in respect of Jammu and Kashmir State:

Looking to the demographic and educational indicators for the State, Secretary, Elementary Education and Literacy observed that the literacy rate is very poor in certain districts. Also the situation in the state being different from other regions of the country, he desired to know the special efforts being planned by the state to get all children in the school and retain them for eight years.

The education Secretary, Jammu and Kashmir stated that the norms applicable normally for other states under SSA should not be made applicable to Jammu and Kashmir because of the peculiar problems associated with it. The major part of the state is mountainous, with even the District Headquarters not being connected with proper roads. The state also has socio-cultural problems in certain areas. In Kargil, Sunni Muslims do not send their girls to school resulting in low female literacy in that district. Similarly, in Doda, Rajouri, and Poonch areas similar problems are witnessed for Gujjar Muslims.The large SC population in Jammu areas also face similar problems. The state, therefore, needs to introduce some incentive schemes to attract girls to the schools. The state gives free text books to class 1st and 2nd.He has, therefore, suggested that the centre should allow them to give free text books and uniforms under SSA to all

children in areas where SC/ST Communities are in majority and also in areas where female literacy is very low. Secretary, Elementary Education and Literacy pointed out that this ministry is already sanctioning grants to provide free text books to all girls and SC/ST children for classes 1 to VIII, if this facility is not being provided by the State Government. But it may not be possible to sanction grants for uniforms to girls. Some other problems of the state are high cost construction and teacher's absenteeism. The Government has appointed local Rehbari Taleem Teacher's at a salary of Rs.1500/- per month which amount is less to fulfill their needs and hence it affects elementary education badly. About half of these Rehbari Taleem teachers are low qualified (10th and 12th Pass) who cannot teach their subject well at the basic level. This results in the expansion of quantitative education than qualitative education in the state. The State has to provide a vision for academic support for quality issues which is lacking in the present plans. The State is running schools in the open and, therefore, need to be sanctioned more buildings for schools. Existing school buildings are also in a bad condition. The pupil-teacher ratio in the state is between I:14 and 1:23 at the primary level and 1:23 and 1:43 at upper primary level. While the State has surplus

qualified teachers in urban areas they have shortage of teachers in rural areas. TLE sanctioned under Operation Backward is not found to be available in some of the schools. The low density of population has led to many habitations having no schools at all. At the other extreme, a significant presence of private schools is also witnessed and so some kind of convergence needs to be involved. While the overall Pupil Teacher ratio is reasonable, rationalization is necessary to improve the Pupil Teacher ratio at the local level in all areas. The major reason for this is that the teachers not going to rural areas due to the reason of militancy and migration of family members from rural to urban areas. Further, the state has passed the Education Act, which would enable to improve the quality of private schools also once the rules are framed for this.

As the lack of teachers creates many obstacles for children in rural schools, another set back is the lack of resources which becomes detrimental to the learning process. Lack of books and other reading materials seem to be a widespread problem (UNESCO,2). The use of high tech devices such as computers is very rare. Another condition of the schools is the inadequate facilities. Some schools are located in warehouses while others in small houses. Many of

the rural schools operate without electricity. Arrangement of water and toilet facilities is not present in most of the rural government schools.

Illiteracy rate in rural part of Jammu and Kashmir is an area of the State Education System that cannot be overlooked. Hampered by the government and by other factors the quality of education in rural districts of the state has been poor. High drop out rates and low enrolment by the children have contributed to the illiteracy rate.

As mentioned some of the important problems of elementary education in Jammu & Kashmir state are poor condition of school buildings, problems of physical plant, playground, toilet and water, lack of properly qualified and trained teachers, lack of incentives in the school, absence of adequate school-community relations, problems of accommodation for teachers in rural areas, weaker supervision and loose administration at district level. In educationally developed States these facilities are available and literacy rate is touching to 100 percent. Therefore, the State as well as Union Government should provide sufficient funds for improvement of school buildings and other infra-structural facilities.

1.5 EFFICIENCIES OF THE SYSTEM – STATE

1.5.1 ENROLMENT

The progress made in the provision of schooling facilities during the last few decades has, undoubtedly, been quite impressive. Mere existence of schooling facility does not guarantee the participation of children in schooling. This is clearly brought out by the large variations among the State/UTs in respect of access to elementary education. Enrolment in primary level of education has increased by six times from 1951-1997 while the enrolment in upper primary level increased by about eleven times during the same period. The increase in case of girls had been nine times in primary level, and twenty four times in upper primary level. The annual compound growth rate of enrolment in primary classes has been 3.76 percent while in case of upper primary level; it has been 4.06 percent per annum. The primary school system in India has grown in size consistently reaching an enrolment of nearly 150 million. This poses a major challenge not only for efficient management but also for mobilizing resources needed to maintain even a reasonable level of quality. Though the enrolment of girls has grown at a much faster rate than for boys during the last ten years, the difference continues to be very large with only six girls for every eight

boys in the school. This calls for urgent action from the planners to devise innovative strategies and bridge the large gender gap. Though the size of total enrolment in schools is very impressive, the population growth during the last few decades has also been high. Comparison with the total population in the school going age shows that several million children are still outside the fold of primary schooling.

The state of Jammu and Kashmir is one of the educationally backward states of the country. Although a significant break through has been made in the field of education in the state during the past decades: the literacy percentage of the state is still low i.e. 54.46% as against 65.38% at national level according to census 2001. The literacy rate of J&K state has gone upto 54.46% in 2001 as against 30.64% in 1981. It is observed that females do not lag behind in getting education in urban areas. Their literacy rate has risen from 15.88% in 1981 to 41.82% in 2001, while as the literacy rate of males also reached to 65.75% in 2001 from 36.29% in 1981.

The gross enrolment ratios at the primary stage in most of its states exceeds 100 percent, there are quite few states like J&K and Bihar etc. where the ratio is considerably lower. Also at the upper primary stage J&K have gross enrolment

ratio lower than the national average. As with any educational indicator, gender disparities are conspicuous in regard to enrolment and retention. In India, girls enrolment have grown at the primary stage from 5.4 million in 1950-51 to 46.4 million in 1993-94 and at the upper primary stage 0.5 million to 15.7 million. In Jammu and Kashmir, girls enrolment have grown at the primary stage from 0.120 lakh in 1950-51 to 4.181 lakh in 2001-02 and at the upper primary level 0.020 lakhs to 2.316 lakhs. The rate of growth of enrolment of girls has been higher than that of boys but disparities still persist- girls still account for only 45.7 percent of the enrolment at the primary stage and 37.73 percent at the upper primary stage at state level. The dropout rate of girls at the primary as well as the upper primary stage is higher than those of boys.

Regional disparities are also conspicuous.High female literacy state has by and large universalized primary enrolment among girls. Even in regard to upper primary enrolment Kerala, Goa, Pondicherry and Lakshadweep fare very well. Jammu and Kashmir exists in low female literacy states. Prime Minister Dr. Manmohan Singh say's education once again is of top priority. Enrolment rates in our country in

elementary schools have gone up but the dropout rate is very high. The quality of our school system requires a sea change.

The information regarding enrolment of students at primary and middle stage is given in Table No-1.1

Table No-1.1

Data regarding enrolment of elementary school children in J&K State

S.NO.	ENROLMENT IS SHOWN IN LAKHS NUMBERS						
	YEAR	1-V Classes			V1-V111 Classes		
		Boys	Girls	Total	Boys	Girls	Total
1	1950-51	0.66	0.12	0.78	0.18	0.02	0.2
2	1955-56	1.02	0.24	1.26	0.28	0.05	0.33
3	1960-61	1.61	0.55	2.16	0.48	0.12	0.6
4	1965-66	2.22	0.75	2.97	0.63	0.24	0.87
5	1968-69	2.57	0.05	2.62	0.75	0.3	1.05
6	1974-75	2.651	1.333	3.984	1.021	0.364	1.385
7	1977-78	2.878	1.52	4.398	1.092	0.43	1.522
8	1979-80	3.281	1.825	5.106	1.102	0.517	1.619
9	1980-81	3.432	1.946	5.378	1.147	0.525	1.672
10	1985-86	4.104	2.533	6.637	1.551	0.776	2.327
11	1989-90	4.516	2.91	7.426	1.948	1.079	3.027
12	1990-91	4.575	3.048	7.623	1.943	1.127	3.07
13	1995-96	5.034	3.646	8.68	2.351	1.373	3.724
14	1996-97	5.034	3.646	8.68	2.351	1.373	3.724
15	1998-99	5.725	4.183	9.908	2.447	1.866	4.313
16	1999-00	5.879	4.751	10.63	2.355	1.891	4.246
17	2000-01	5.837	4.855	10.692	2.647	1.954	4.601
18	2001-02	4.993	4.181	9.174	3.033	2.316	5.349

1.5.2 PARTICIPATION

India has recorded many gains in the recent past. Between 1991 and 2001, India's literacy rate rose from 52 to 65%.About one third of all Indian children are out of school. In the large north Indian states, which account for over 4% of the country's population, the proportion of out of school children in the 6-14 age groups is as high as 41% rising to 54% among female children. Considering the crucial role of elementary education in development, the universalization of schooling in India is one of the most urgent development issues in the world today.

Data on school attendance from the 1991 census reveals that in the 6-14 age groups, 50 children out of every hundred attend school in India of which 29 are boys and 21 are girls. In rural India out of every 100 children 45 attend school, 27 are boys and 18 are girls. School attendance in urban India is higher with 66 out of every hundred children attending school of this 66; boys constitute 36 and girls 30. For all the major states, school attendance in urban areas out performs those in rural areas.

Another interesting fact is that in all the major states, school attendance rates for males are higher than for

school attendance and the various factors (socioeconomic) that play a role in influencing it has generated a lot of interest and a fair amount of research in recent years in the Indian context. Some studies have investigated the possible causes for low levels of participation in primary schooling and high rates of dropout in the same. Duraisamy and Duraisamy (1991), Duraisamy (1992) Kingdon (1994, 1996, 1998), Jayachandran (1997), Labenne (1997) and Sipahimalani (1998). Analyzing a household choice model, Duraisamy (1988) reports that mother's time is an important determinant of fertility and child schooling while the value of father's time is not as important. The economic contribution of children encourages parents to have more children and discourages investments in their schooling. In the context of backward tribal communities, Sachidananda and Sinha (1989) find that most children belonging to these groups avail of the special programmes planned for them and that in tribal areas, teachers from the same community should be appointed in schools.

Analyzing the impact of incentive programmes such as the noon-meal scheme, Rajan and Jai Kumar (1992) find that such programmes have had a positive effect on school attendance and had curbed drop-out. It has also had a

greater impact on the enrolment of backward classes and Muslim Communities compared to other communities. Dreze and Saran (1994) attribute the low value attached to female education in India to deep rooted features of gender relations. The presence of tribal teachers, especially from the same community has shown and improved school participation of ST Children (Vaidyanathan and Nair, 2001). Recent experience has shown that even in rural areas, parents would send their children to school, if proper schooling facilities were provided. Rather than blaming reluctant parents for low attendance in school, the inadequacy of school facilities including absence of teachers and lack of proper building may be the more basic failure. If the sustained effort is made in improving the quantity and quality of school facility, remarkable results can be achieved as shown by Himachal Pradesh where the literacy rate in 10-14 age groups is next only to Kerala. Poverty is seen as the biggest barrier to elementary education in India making the direct costs of schooling too expensive for many families. Poor families thus tend to either fail to enroll their children into schools or withdraw them prematurely from primary schools. Poverty can also be expected to be the most pervasive barrier to education for female children and can be

expected to have a negative effect on school attendance in general and for the female child in particular. It is important to mention that poverty moves with many other factors. Poor regions show low literacy rates and low level of school attendance.

The caste status of a child could be expected to act as a deterrent to his/her access to primary education. Lack of exposure and access to education could lead to low levels of literacy among persons belonging to scheduled castes, scheduled tribes and backward classes. Cultural factors such as the lower classes not considering education as something required for upliftment could be possible reasons for their low levels of enrolment and participation.

It would be reasonable to think that the unavailability, inaccessibility and malfunctioning of school facilities has a negative impact on school attendance. In fact, many schools in the J&K state, children have no books and overcrowded classes and teacher absenteeism is a usual matter. It could be supposed when starting out that urbanization would exercise a positive influence on school attendance rates following the appearance of better infrastructure, more developed education facilities and a reinforcement of the

constitutional requirement of mandatory education for children over the age of five years.

The literacy rate of the J&K state which is less than the national level emphasis has been laid in the 9th five year plan on extension of educational facilities, provision of infra structural facilities, like teaching learning material in all schools, provision of teaching staff, training of teachers, quality improvement in technical and higher education. Strenuous efforts are made to universalize at least the elementary education. It is also the constitutional obligation on the state government to provide free and compulsory education to the children upto the age of 14 years. Government is taking strenuous efforts to open new primary schools and upgrade primary schools to middle standard. Unfortunately the participation rate in these schools is very low due to very limited facilities in these shools. In order to maintain ratio of primary to middle schools within reasonable limits the ratio of primary schools to middle schools is at par with national level of 3:1. Bringing all the children of school going age within the circle of education is an important aspect of universal elementary education. Despite availability of schooling facility within the walking distance, the parents from socially and economically backward areas/communities

do not send their wards, particularly female children to schools. For motivation of the parents to send their children to schools, school/village level committees have been setup for launching enrolment drive campaign at the time of admission in schools. Besides, implementation of the incentive schemes viz to provide books to both boys and girls have also helped in increasing the enrolment of the children in schools. Number on roll in primary schools in the year 1989-90 viz pre-militancy was 4.22 lakhs including 1.77 lakh females. This increased to 9.68 lakhs including 4.39 lakh females in 2001-2002. Number of teachers also moved up from 15406 in 1989-90 to 28138 in 2001-2002. On the other hand number of schools went up from 8990 in 1989-90 to 10934 in 2001-02. This indicates that average enrolment per primary school in the year 2001-02 was over 89 and average number of teachers available were 2-3 as against 34 average enrolment and 1:2 teachers available per primary school during 1989-90 viz pre-militancy. As regards attendance of students in middle schools, it was 3.96 lakhs including 1.42 lakhs females in 1989-90. As against this, the number increased to 5.35 lakhs including 2.32 lakhs females during the period under reference. Number of institutions of middle standard increased from 2368 to 5040, also the number of

teachers increased to 31267 from 17185 during the corresponding years.This reflects that average number of students per middle school in the year 1989-90 was 167 and the average number of teachers available was 7. As against the average number of students per middle school in the year 2001-02 was 106 and average number of teachers available was 6-7. The situation as discussed above that in primary schools, the number of teachers increased with the increase in participation of students, while as in middle schools, participation rate decreased despite increase in the number of teachers. This reflects that most of the students have left at middle standard half way for one reason or the other, mainly due to prevalent unfavorable atmosphere of the state.

It is true that in remote areas of J&K so many household cannot do without the labour of their children and that therefore many poor parents have to decide not to send their children to school. It is clear that there is a factual correlation but not necessarily a casual relationship between poverty and low school levels if one looks at the school participation of poorer sections of the population (Jayachandran, U., 2002).

1.5.3 WASTAGE/STAGNATION

In spite of the constitutional directive of providing education for all children of the age group 6-14 years, it is

very disheartening to note that the problem of children dropping out of schools prematurely is acute, especially in the rural sector. Wastage and stagnation, the twin evils of the educational system at the primary and middle stages of education, seem to be a great drain on the tender resources of the state and render the efforts futile. How to arrest this trend?

To quote the Education Commission Report, "wastage and stagnation like headache and fever, are not diseases in themselves, they are really symptoms of other diseases in the educational system, the chief among which are the lack of proper articulation between education and life and the poor capacity of the schools to attract and hold students. To these may be added a third ailment poverty, which falls outside the system."

STAGNATION: In order to have some idea of the extent of stagnation at the elementary stage, the commission collected data regarding enrolment in class I-VIII in 29 districts out of 312. For each class, information was gathered on two points: total enrolment and number of repeaters, classified according to the total period they had spent in the class. From this information, the average period spent by the pupils in the class was calculated and its excess over one

year which is the normal period was described as the stagnation index for the class in that year. The following findings emerged:

Stagnation is highest in class I. It is reduced considerably in class II and remains fairly constant in class III and IV. At the higher primary stage, stagnation decreases still further. On the whole stagnation among girls is greater than among boys. The extent of stagnation shows considerable variation from area to area.

WASTAGE: A study made by the research unit of the Directorate of Education, Maharashtra State, to follow the movement of pupils from class to class in the primary school of Poona district showed that, if one begins with 1,000 students, in class I in a given year, as many as 414 of them leave school before completing class IV. The following are the actual findings of the study:

Total who left from class I are 183, class II 118, class III 88, class IV 25 and grand total of all students who left before completing class IV are 414 .Sad as this picture is, it is better than the situation in the country as a whole, mainly because the area where the study was conducted is a fairly advanced educationally. A rough and ready method to measure the extent of wastage is to compare the diminution

in enrolment from class to class over a series of years. The general picture in the country is even worse than that of the Poona study.

Despite the level of expansion of education, vast ground is yet to be covered for fulfilling the constitutional mandate of universal elementary education. Drop-out rates are significant, retention of children in schools is low; wastage is considerable. The drop-out rate i.e., children leaving school without completing elementary school is about 60 per cent in India. In around 1990 percentage of enrolment reaching final grade of primary school in Sweden and Japan is 100, in U.S.A. and U.K. 99 and in India 40.

The states of Bihar, Jammu and Kashmir, M.P., Orissa, Rajasthan and U.P are, comparatively less advanced in the matter of elementary education. In the year 1961-62 in J&K state out of every two children in the age group of 6-11 only one was on school rolls and in the age-group of 11-14 out of every four children only one was going to school. The wastage and stagnation was at peak.

The national institute of planning and administration studied the administration of elementary education in relation to the programme of universalization in nine states. Reports on all these were brought out of the NIEPA (1979). The

findings in general were that the annual census of school age children was, by and large, incomplete or ill conducted; the assessment of dropouts was also similar, planned efforts to enroll non-attending and dropout children were inadequate; school timings lacked flexibility and were not adjustable to suit local conditions; the majority of the teachers did not reside at the place of their posting; incentives to non-attending children were inadequate. However, midday meals and reading and writing material were made available to scheduled caste and scheduled tribe students to some extent. There was very little monitoring and supervision by higher officials.

The dropout rate among children in class I to V in 1990-91 was 42.6 percent. In 2000-01, this rate was roughly the same at 40.7 percent. Despite the enormously larger amounts of money being thrown at the education sector, the percentage of children dropping out of primary school did not improve. What does the data for enrolment in upper primary schools (class VI to VIII for ages 11 to 14) say? Are children completing primary school and going on to class VI? Shockingly, 40 percent of the children do not go on to class VI. The enrolment in upper primary has also dropped since

1990-91. It was 62 percent in 1990-91. In 2000-2001, it had slipped to 58.6 percent.

In April 2006, the HRD Ministry's own data shows that, over 73 percent of SC students and 79 percent of ST students' dropout from school by the time they reach class X. The dropout rate for general category students is about 52 percent. About 91 percent of SC/ST students take admission in class I to V but steadily loose out as they move upward in schools. For e.g., about 2.31 crore SC students took admission in class I to V but only about 12 lakh of them could reach higher education. The dropout rate among ST students is higher. In comparison, about 25 percent general category students who take admission in class 1 reach higher educational institutions.

The overall picture of matriculation examination results in J&K (from 1950-51 to 2003-04) is disheartening which indicates that the education in the State is quantitative rather than qualitative. The detail of year wise percentage of students passed is given in Table - 1.2.

Table 1.2

Year	Pass%	Year	Pass%	Year	Pass%
1950-51	45.23	1985-86	38.56	2000-01	23.16
1960-61	48.27	1990-91	30.35	2001-02	25.54
1968-69	43.28	1995-96	31.05	2002-03	29.02
1980-81	37.75	1999-00	25.51	2003-04	34.96

The problem of wastage in some areas of the J&K state gets complicated, though declining, continue to be high because some illiterate parents in remote areas think that their children can not qualify matriculation examination so no need of sending them to schools. Many children in remote areas who enter class I dropout before reaching class VIII. Regional, gender and rural-urban disparities also abound in rates of the dropout. Census 2001 data indicates 4,704,252 literate persons out of a total population of 10, 069,917 giving an overall literacy rate of 54.46%. The corresponding figure in the last census held in 1981 was 1,596,778 literates (30.64%). The national literacy rate stands at 65.32% as per census 2001.

The State of Jammu and Kashmir enhanced its literacy by 23.82% from 30.64% in 1981 to 54.46% in 2001 but due to problem of wastage and stagnation it still lags behind the national average by 10.92%. Amongst the 35 states/union

territories of India, the Jammu and Kashmir ranks 33. The highest literacy rate in the country is in Kerela at 90.92% and the lowest is in Bihar at 47.53% followed by Jharkhand with 54.13%.

Strenuous efforts should be made for the early fulfillment of the directive principle under Article 45 of the constitution seeking to provide free and compulsory education for all children upto the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools of J&K state and to ensure that every child who is enrolled in schools successfully completes the prescribed course. The J&K Government should adopt an educational policy to give the highest priority to solving the problem of children dropping out of school and will adopt an array meticulously formulated strategies based on micro planning, and applied at the grass-roots level all over the state, to ensure children's retention at school. Specific and serious attention is required towards resolving the problem of wastage and stagnation.

While it is necessary to expand the facilities for formal education in elementary schools for all children in the age group of 6-14, it is also important to formulate schemes of non-formal education for drop-outs schooling. The aim should

be to cover all the children in the age group 6-14 in the next ten years. Steps should be taken to prevent children giving up schooling without completing the course. The problem of wastage and stagnation should be studied in detail and remedial measures should be taken. The curriculum must be capable of catering to the requirement of a wide range of learners and learning circumstances and built around local situations. There has to be a core of basic content for comparability of educational attainment and the acquisition of further skills and knowledge. Incentives such as mid-day meals, free text books, stationary and uniforms should be provided to poorer children. Special attention should be given to the education of girls and children of scheduled castes, scheduled tribes and backward classes. Performance of the schools depends on the facilities they provide. If we have a good schools and good education for our generation today assure their bright future tomorrow. We can control over wastage and stagnation. Unfortunately, in J&K state, the conditions as well as performance of rural schools are not very satisfactory. Poor school environment, lack of motivation, supervision and lack of incentives discourage the students.

1.6 REVIEW OF RELATED LITERATURE

The review of related studies involves locating, studying and evaluating reports of relevant researches, articles, published research abstracts, journals and encyclopedias etc. The investigator needs to acquire upto date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc, employed by others in the particular area. It provides ideas, theories, explanations, hypothesis of research, valuable in formulating and studying the problem at hand. In fact, the review of related literature serves multiple purposes and is essential to a well designed research study. The studies related to elementary education have been classified as follows:

Studies related to:

1.6.1 PROBLEMS
1.6.2 ENROLMENT
1.6.3 PARTICIPATION
1.6.4 WASTAGE/STAGNATION

1.6.1 PROBLEMS

The studies related to Problems have discussed here-

Pandey K.P. (1966), studied factors affecting continuance of girls' education. Some of the most significant factors hindering the progress of girls education in our country were conservative outlook of parents, family inhibitions, financial and social conditions, early marriage, lack of suitable facilities for girls schools, poor achievement of the students in the class, poverty of the family, repeatedly failure of the ward, distance from school, housework and absence from school. ***Chandra Sekharaiah, K. (1969)***, studied educational problems of scheduled castes. The objectives of the study were to investigate into the educational problems of scheduled castes in rural and urban societies of Mysore, to examine how far school participation and school performance of the SC children were related to factors like school environment and family background. The total sample covered was 3079 at Dharwar and 820 in the Village. In the present study, enrolment and continuance at school represented the index of school participation. Data were analyzed by using percentage. The findings revealed that the participation at the school stage was largely affected by the economic conditions of the family which failed to afford the expenditure involved in pre-school

education and the earnings foregone by the child due to schooling and the unfavourable attitude of the parents towards pre-school education. In case of school performance it was found that the percentage of detention was highest in standard I and the percentage of failure among SC pupils was highest in standard X.

Joshi, N.d. (1981) conducted a study on tribal groups in relation to provision and use of school facilities in Trivandrum. He found school facilities within one kilometer were available to 18% ST children. 14% reported that there was no school within a distance of even three kilometers. Educational concessions given to tribal children were inadequate. Teachers perceived the tribal students are irregular in attending school. Poverty, lack of learning material, language difficulty, lack of school facilities, inaccessibility of schools, ignorance of parents, child labour and parents compulsion were among the factors responsible for their dropping out of schools and for their non-entrance. ***Dutt, N .et al (1982)*** studied educational backwardness of girls in selected districts of Haryana state. Two backward districts in girls education, Sirsa (19% female literacy) and Mahendragarh (20.42% female literacy) were selected for the study. The main findings were: for Sirsa district the average

dropout rates were maximum (33.7%) for class VI and minimum 11.6% for class I, average repeater rates were maximum (23.9%) for class VII, minimum (4.7%) for class II, for Mahndragarh district, average dropout rates were maximum (37.2%) for class VI minimum (9.4%) for class I, average repeater rates were maximum (26.3%) for class VII and minimum (5.9%) for class II. Causes of girls dropping out as reported were teachers' behaviour, caste discrimination, poverty, illiteracy and apathy of parents towards girls education, lack of interest in studies, early marriage and inadequate facilities. ***Saxena B.B. (1982),*** found that the main causes for dropout were sharing of the responsibility of looking after younger brothers or sisters at home and doing domestic chores. Lack of interest in school life, stringent financial condition of parents and the negative attitude of the society towards education. ***Kumar, D (1983)***, found Brahmin children were superior in language to SC children and boys were superior to girls. The implication for education is that, instead of providing better educational facilities to those who are already better off, children of the scheduled castes should be provided a better education so that they can reach the level of the general education. ***Gogate, S.B. (1984)***, found that in rural areas of Marathwada many schools did not have lady

teachers and basic facilities like blackboards, charts, tables, benches etc. only 36% of the schools had drinking water arrangements. In almost all the schools, the environment around the schools was not healthy. ***Davi R (1985)*** revealed that there was no significant difference in the achievement levels of the pupils belonging to SC and the caste Hindu pupils. All were performing at very low level. Conditions in the schools were far from satisfactory; the TP ratio was very poor. Methods of teaching defective and not suited to SC pupils. Home background not encouraging for achievement.

Joshi, N.D.(1985), conducted a study on educational conditions of Adivasis in Kerala. The findings revealed that majority of tribes were backward in the socio-economic and educational conditions. The tribal children who attend ordinary schools were below average in studies. Lack of accommodation, traveling facilities, inconvenient school building and unsuitable location of schools and shortage of materials were the major difficulties faced by the teachers in tribal areas. Tribals had no facilities for children study at home.

Sharma, N.H. et al. (1991) identified the problems of primary education from a sample of 30 schools in Jorhat District. According to them, 64% of the teachers and

headmasters considered pupils irregular attendance as a major problem, suggesting thereby that though children enrolled, they were not able to attend school regularly. Obviously this resulted in stagnation due to poor achievement. The same team of investigators, through their study on the upper primary classes, underscored that only 54% of the pupils were regular in their attendance.

In the Haryana study of dropout among socio-economically deprived elementary students, ***Yadav, B.S. (1991)*** listed the causes as; non-detention policy of the state government in classes I-III, engagement of children in the fields during the sowing and the harvesting seasons, heavy syllubi, co-educational schools and lack of interest of teachers. As a whole, the findings strongly indicate that the scenario being unfolded in the states, especially at the micro-levels in pockets of the deprived sections of the population, is undoubtedly disheartening, if altogether not depressing.

Sharma, N. (1992), studied the problems of non-enrolment and non-retention in the district of Sibsagar in Assam, listed the following causes in the order of importance: involvement of children in domestic and non-domestic work, parental unawareness of the importance of education, non-congenial home environment, parents inability to provide school material

to their wards, difference in the language spoken at home and that spoken by the teacher in school, poor parent-teacher relationship, differential expectation from the parents and poor physical facilities in schools. ***Badhri, N (1993)***, revealed that poor educational level of students, lack of interested and sincere teaching by some teachers, too many holidays, and lack of hard work on the part of pupils are the causes for failure or poor results in X standard.

Nagarajan, N. (1994), studied literacy status of scheduled castes in Tamilnadu during 1981-91 and observed that the literacy rate is rising in all the districts. The progress of literacy among them during 1981-91 shows a positive results and the huge disparity continued to exist. The rate of raising female literacy in rural areas is higher than the urban areas. But SC female literacy rate in rural areas is depressingly low. Despite the provision of a variety of facilities for the SCs to get educated, the literacy rates among them still remain low. It was suggested that suitable programmes have to be formulated for them to induce the parents to send their children to schools. ***Nayer, Usha. (1995)***, revealed that in four low female literacy districts of Haryana, the GER for girls was 107 compared to 115 for boys, for SC girls it was 118 compared to 123 for SC boys. Gender disparities have reduced

but caste disparities persist out of the total 1290 girls in the age group of 6-14 years, 525 (41%) were attending school, whereas 252 (20%) were dropouts and others were never enrolled. Close to 49% dropout girls belonged to general families, 29% to SC and 22% to other backward and minority groups. Girls dropping out of school are due to school far away, no women teachers, failure, and lack of relevance of school curriculum, unattractive school environment and lack of separate schools. ***Nayer Usha and Rani R. (1995),*** studied universalizing primary education among girls in some educationally backward districts of Tamil Nadu. The findings revealed that most of the primary and upper primary schools have lack of drinking water and toilet facilities in south Arcot, Thiruvannamalai and Dharmapuri. Educational aspirations of parents for boys were slightly higher than that for girls. 73% dropout girls were in the age group of 12-15 years. All dropout girls expressed the feeling that they were discriminated against by the parents. 59% of the sampled never enrolled girls were interested in going to school if the opportunity was given. ***Sandhya, P. (1995)***, carried out a case study using the method of non-participant observation of class I to V, in a co-educational public school in New Delhi. The findings revealed that there was not much space to move around the

classroom, seating arrangement was not as per the needs of the teacher or pupils. Mixed sex seating arrangement was seen. Boys took the lead often in doing tasks than girls in most classes. ***Talsera, K. (1995)***, observed that for the promotion of the educational development of SC/ST girls vis-à-vis boys it would be necessary to give more attractive incentives to girls. For sometime substantial resources would need to be allocated for schemes boasting girls participation. In evaluation also, adequate care would have to be taken to focus on their educational development including participation and achievement. ***Kaur, M. et al.(1996)***, revealed that the discouraging scenario of primary education in rural Punjab is due to lack of basic facilities and acute shortage of funds and teaching aids, high pupil teacher ratio, lack of dedicated staff, improper management and lack of educational culture in schools. ***Ambasht, A.N. (1997)***, tried to underline some of the basic problems faced by the states in meeting the required target in the filled of education. As per sixth All India Educational Survey, the percentage of girls' enrolment indicates that only 43.11% are enrolled in class I to V and 39.42 in class VI to VIII. The gross enrolment ratio in classes I to V is 95.90 (85.02 for girls) and in class VI to VII it is 59.07 with 47.91percent for girls. In terms of absolute number, the

gap is still large and if retention rates are worked out, it will be found that the task of covering all children and making them complete elementary education as directed by the imperatives of education is of stupendous dimension. After reviewing the situation, it was observed that high drop-out rate due to various reasons has been a major deterrent in achieving the goals.

Pati, S.P. (1999), found that English Medium Schools in Bubaneshwar City had very good infra-structural facilities like building, qualified teaching staff furniture, playground, laboratory, library, sports equipments, computer and school bus which were not available in most of the state managed schools. Talent and economic status were two main considerations for selection and admission in English Medium schools. **Subbarao K.P. (1999),** revealed that the financial/economic reasons are main and common in the girls school dropouts and the social/cultural, financial and domestic reasons are the major effects on girls who never attended school.

Duraisamy, P and Subramanian, T.P. (2000), studied that the fast growth of private unaided schools in the country has far reaching consequences as would be obvious from their study conducted in respect of Chennai Metropolitan Schools.

The proponents of private schools believe that it would introduce competition and choice in the educational system. Competition among the public and the private schools would improve the overall efficiency of the schools. It is also held that encouragement of private schooling would partially relieve the government of the fiscal stringency caused by the rising demand for education. The counter argument is that the emergence of private schools would lead to educational eliticism in society and widen inequality in economic and social opportunities. Since any positive effect of private schools should be assessed against the potential loss of equity (Psacharopoulos, 1987), it would be important to know the functioning of the public and private schools in India which may be of great use for formulating policies to regulate the unregulated private sector. **Gupta,R (2003)**, studied physical facilities available in primary schools and scholastic achievement of Calcutta in advanced area and coochbihar a backward area. It was clearly evident that the 90% schools of Calcutta have good housing as compared to about 29% of Coochbihar. Reasonably, significantly 2 values indicates a discrimination with respect to school building between capital and a remote area. Inadequate infra-structural facilities as well as disadvantaged socioeconomic background of the

population play an adverse effect on educational achievement of young children. ***Khatoon,R.(2003),*** studied students absenteeism in the elementary schools of Eastern U.P. and found that distance of school from home of a child, non-availability of books and school uniform, unfavourable home environment, illiteracy of parents in rural areas, unattracted school buildings, shortage of classrooms, inadequate availability of teachers, shortage of trained teachers, lack of toilet, drinking water, electricity and library facilities are important factors for student absenteeism.

1.6.2 ENROLMENT

The studies related to enrolment are fallows

Verma,N.L. (1968), found that enrolment and attendance of the students of three hour schools in Rajasthan, on the whole, was not better in comparison to the students of the traditional schools of that era .

Chandra Sekharaiah, K. (1969), revealed that the low-enrolment in private primary schools was attributed to charging of fees and discriminatory treatment to the SC children. ***CARE India (1977)***, revealed that the difference between the number of children enrolled in mid-day-meal schools and non-mid-day meal schools was statistically significant at 0.05 level. Variance in enrolment for the MDM

schools was significantly lower than that in the non-MDM schools, indicating that the feeding programme reduced variation in enrolment figures. Mean percentage of attendance against average enrolment was significantly higher in the MDM schools. ***Sharma, V.S. (1977)***, conducted a study on enrolment and attendance of pupils in elementary schools. The main objectives were: to study the impact of enrolment drives in increasing the enrolment of pupils at the primary stage and to find out the impact of lady teachers on enrolment of girls. The findings of the investigation were: the mean enrolment of the pupils had been increasing progressively from the session 1970-71 to 1975-76. Regarding institutions without lady teachers, three out of five critical ratios were found to be significant at 0.01 level of significance, implying that the enrolment of girls was increasing steadily in the schools even without the presence of lady teachers. ***NIEPA, (1979)***, conducted a study on administration of elementary education in relation to UEE in J&K. The objectives of the study were: to examine the adequacy of present administrative system for elementary education in relation to the programme of UEE in J&K. To suggest ways and means of strengthening the administration of elementary education in J&K for the successful implementation of the programme. On the basis of

the existing enrolment ratio, two districts were selected and two tehsils from each district were selected on the basis of the lowest and highest enrolment ratio. Separate schedules were developed from various functionaries at village upto state level. The findings of the study were: (i) Regular annual census of children in the age group 6-14 was undertaken by the schools but the efforts to enroll and retain the children were casual. The enrolment ratio of boys in the age group of 6-11 was 69.9%, whereas in the case of girls it was 30.2%, for the SC boys it was 31.82%, and for SC girls it was 7.37%. The dropout rate was very high in all the sample areas. The enrolment drive was poorly organized with little participation, due to preoccupation of Tehsil Education Officer and no assessment of the dropouts was made. At the state level 85% primary schools were single teacher schools, poor retention of schools was the main cause for low enrolment. There was no separate branch at the directorate for ensuring the performance and progress of elementary education. ***Mandal,G.L.(1980),*** found that in Bihar out of 100 children enrolled in class 1^{st} only 15 went up to class 8^{th}.

Sinha, A.N. (1981), conducted a survey of non-enrolled, non-attending and dropout children of 6-14 age group in Hazaribagh, Patna. The major findings of the study were:

60.31% (Urban 71.8%, rural 51.67%) children were enrolled, 31.68% (urban 20.5%, rural 40.02%) were non-enrolled and 8.01% (urban 7.61%, rural 8.31%) were dropouts in the age group 6-14. Enrolment was better in boys (69.27%) than in the case of girls (48.45%). Economic hardships were the main reason in the case of boys and girls non-enrolment.

Dutt, N and others (1982), found that enrolment rate of female to total, SC to total, SC female to SC total of Sirsa district Haryana were 46.9,23.9 and 47.88% respectively and those for Mahendragarh district of Haryana were 47.69%, 28.15, 48.93% respectively. The incentive schemes being provided were free uniforms, text books, mid day meals, attendance and merit scholarships for increasing enrolment. ***Sharma, R.C. (1982)***, found that in spite of the big increase in the number of schools and teachers, in Rajasthan the state had been able to enroll only 56.6 percent of the children in the age-group 6-11 in 1979-80 as against the national average of 81.9 per cent.

SIERT, Rajasthan (1982), aimed at finding the impact of the primary education curriculum renewal project (PECR). Before the introduction of the project, the enrolment in school in the year 1974-75 was 84 boys and 20 girls. The average attendance was 72 percent. There were only three dropouts

and no stagnation. Some outcomes of the project were: Before the project there was only one classroom but after the project there were three class rooms. The total enrolment of the school increased by about 60% during the period 1974-75 to 1980-81. Socially useful productive work (SUPW) was included in the project curriculum as subject and one period per day was provided. After the introduction of the PECR project a good improvement in the quality of education and 50 to 75% improvement in the overall functioning of the school was noticed. Important achievements were construction of a new school building, supply of materials and equipment by panchayat samities, increase in enrolment of boys, especially STs, increase in attendance, reduction of stagnation to zero percent and of dropouts to 3.4%. ***Sachidananda (1982),*** studied disparities in elementary education a case study of Bihar. The findings revealed that high literacy districts were also high in the enrolment of students in schools. The percentage of literacy among SCs was 6.53 and STs 11.64. There was high enrolment of girls and ST children in the districts which had missionaries and social welfare agencies. Christian missionaries were more actively engaged in literacy work than government agencies. ***Saxena, B.B. (1982)***, conducted a survey of the position of enrolment drive in

Rajasthan. The main objectives were to find out the exact position of the enrolment drive and the problems faced in its implementation.14 headmasters and 7 teachers were interviewed. Information blanks, school records and interview schedules were used for data collection. The study revealed: the percentage of increase in enrolment in case of boys was from 75 to 103 and that for girls from 55 to 106. The total increase was from 70 to 105 percent. The main difficulties encountered in the enrolment drive were indifference of parents to education and their poverty, insufficient incentives for children and lack of interest in education.

Kumar, V., (1983), conducted a study on enrolment and dropouts among the Harijans of Bihar. The main aim was to highlight the principal reason for poor enrolment and heavy dropouts. The study revealed that the enrolment and dropout rates were higher among boys than girls. The enrolment rate was higher among the non-SCs, whereas the dropout rate was higher among the SCs. Income greatly affected the rate of enrolment and dropouts. The rate of dropout was more heavy at the primary stage than at the middle stage.

Acharya, A.A. (1984), conducted a study to overview the evolution of educational policy and to analyze the objectives for which article 45 of the constitution was framed.

The findings revealed that in view of the constitutional directive to provide education to all children 6-14 years of age, the mid-day meals programme had become a boon to the poor children of the areas. It helped to a considerable extent in the increase of enrolment and retention of students of weaker section in schools. Important provisions like preparing schemes, making declarations, enumerating the school going children and enrolling them in schools were not effectively followed. The Extension Officer and Deputy Inspector of schools had not insisted on regular enrolment, attendance and retention of children in schools for the last ten years. The role of the rural elite and village people in the compulsory education programme, in providing all required provisions for universal education was not encouraging. ***Patel, T. (1984)***, revealed that upto the end of the 19^{th} century the spread of education among tribal was insignificant, and that too only at the primary level. No special programmes to motivate tribal girls to take education. As a whole, the literacy rate per 1,000 populations was 62 among tribal woman during 1971. There was a trend of general increase in enrolment of tribal girls at all levels of education. In spite of a significant increase in the enrolment of tribal girls in standard I about 6% of school age tribal girls did not ever attend the school. A considerable

amount of variation in the context of wastage and stagnation among tribal girls was marked with variation in development area and the types of school attended.

Krishnamurthi, R. (1985), conducted a study of position of enrolment of children in the age group 6-13 years and problems involved in their enrolment, SCERT, Andhra Pradesh. The objectives of the study were to find out the enrolment ratio of children in age group 6-13 years and to identify the problems being faced in the enrolment of children. The findings revealed that in the villages in which the sampled schools were situated, there were 6255 children in the age group of 6-11 and out of them only 3329 were enrolled in schools and 1485 children in the age group of 11-13, out of which 780 were enrolled. The enrolment of SC and ST children in the age group of 6-11 years was 4.7 and 5.1%. The enrolment of SC and ST girls in the same age group was quite poor. Only 17.24 and 18% SC and ST children respectively could be brought into the stream of upper primary education. The problems causing non enrolment were poverty, illiteracy, lack of incentives to children etc. Measures taken for enrolment of children included visiting the houses of non-enrolled children, serving midday meal, free uniforms and text books and cash grants to ST students.

Dhongade, U. D. (1986), revealed that economic condition, lack of education of parents, lack of social mobility and lack of adequate communications were the important factors coming in the way of enrolment of SC/ST children. ***Haushek, E.A. (1986),*** studied that the peak in elementary school enrolments (grade 1 through 8) occurred in the 1960s. While student enrolment fell by over 10% between 1970 and 1980, the number of classroom teachers actually increased by 7% over the same period. Enrolment in private schools declined in the 1960s and since then it has remained roughly constant as a proportion of total enrolment. The private school decline largely reflects the decline in catholic school enrolment. While catholic schools made up almost 90% of private enrolment in 1960, this was down to 83% in 1980. Private schools remain more important at the elementary school level than at the secondary level. ***Lal, S. (1986),*** studied early childhood education - an effort to enhance school enrolment. The findings were that nearly 70% of the children were enrolled in elementary schools. The enrolment of higher castes was marginally better than that of economically weaker sections. However 60% of children from weaker sections got enrolled. Cumulative dropout in the four year period was 40%. Male children enrolment was found to be

higher than that of female children. ***Raina, B.L. (1988)***, who studied the education in a village of Jammu and Kashmir, reported that the girls' enrolment was only 12%. Moreover while the average rate of dropout over years (reference for the duration of the period not given) was only 13%, the rate for the year 1977 was 30.70%.

Bhargava, S.M. (1990), revealed that, at the elementary stage of education (I-VIII) 1,139 lakh children were enrolled in 1986 and this showed a 51.43% increase over 1973 with an annual growth rate of 3.24%. However large number of children was out of school and only 30.07% of those who got enrolled in school reached class VIII.

Birdi, B, (1992), found that in 1947-48 there were 31% students in the age group of 6-11 year in Punjab, who were enrolled in Primary schools. In April 1962, the compulsory primary act was introduced in the state. The enrolment rose by 23% within two years, but compulsions had not been introduced by 1987. The all India percentage of enrolment in 1986-87 was 90.3% but for Punjab it was 61.77% during 1987-88. The number of enrolled boys and girls in the primary classes was 10.29 lakh and 8.74 lakh respectively, which was 61.98% of the total population in the age group 6-11 years, the corresponding figure for India, was

82.50%. The condition of buildings, furniture and equipments was unsatisfactory in almost all the primary schools.

Hasan, A. (1992), surveyed the enrolment and attendance scenario in four districts of Bihar. He concluded that in respect of enrolment and attendance, Ranchi District occupied the first position with 60%. However, in the other three districts, namely, West Champaran, Sitamarhi and Rohtas, the attendance ranged between 30% to 40%. ***Prakash, V. and Pandey, S. (1996)***, revealed that enrolment at the primary stage increased almost five fold from 20 million in 1950-51 to 102 million in 1991-92 and the increase in the upper primary stage touched the record high from 3 million to 35 million. Paradoxically, the country also possesses the dubbing distinction of world's largest number of out of school children (22% of the global total) and adult literates (30% of the global population). Besides inter-regional disparities continue to haunt the system, and wide gaps between the enrolment of boys and girls, rural and urban areas and weaker sections of society along with ever growing population are constant causes of concern for policy planners. The study demonstrates that of the three demographic variables, while the gender and the area do not shows any influence, the category as a variable shows significant

influence on learners achievement at the end of primary school cycle.

Singh, S and Sridhar, K.S. (2002), examined disparities across government and private schools in two cities of Uttar Pradesh – Firozabad and Deoria. The study considered varied parameters – enrolment rates, retention rates, gender differentials – in an attempt to estimate out of school children in these districts. While the proportion of students in private schools has been consistently rising, the study found that government schools still score over private school ones in several aspects, for instance attendance rates and issues of gender sensitivity. ***Durdhawale, V. (2004)***, revealed that the net enrolment increases steadily with standard of living and being a male child staying in urban places.

1.6.3 PARTICIPATION

The studies related to participation are follows:

Sane, S.P. (1960) investigated the conditions of primary education in the educationally backward parts of the Poona with special reference to non-attendance of pupils coming under the provisions of the primary education act of 1947, and irregular attendance of pupils actually under instruction. The findings revealed that girls education was neglected due to old beliefs and traditions. School courses did

not attract parents. In the case of irregular attendance, the study revealed that children avoided schools as they could not adjust to crowded classes and school discipline. Curriculum was useless, supervision and inspection needed improvement. Domestic difficulties and lack of hygienic facilities also contributed to irregular attendance.

SIERT(1970),conducted a study on analysis of middle standard examination results (1964-1968). The aims of the study were to investigate the comparative trends of overall pass percentage of class VIII examination results and to find out the causes of failures. The findings revealed that the pass percentages of the results over the five years under study were fairly satisfactory but in subject wise it was low. There was a high incidence of marginal failure and passes. The low percentage of bright students indicated that due attention was not paid to the bright students. More emphasis was paid to quantity rather than quality. ***CARE India (1977)***, studied the impact of schooling on attendance. The study revealed that the difference between mean attendance figures from mid day meal schools and non-mid day meal schools was not significant. However, variance in the attendance figures for the MDM schools was significantly lower than that in non-MDM schools, suggesting that food acted as an incentive for

attracting children to attend school on a regular basis. The variance of percent attendance in MDM schools was significantly lower than that in non-MDM schools, implying that the feeding programme, besides decreasing absenteeism, produced stability in the number of children actually attending the school. ***Sharma V.S. (1977)***, assessed the impact of incentives, such as mid day meals, free text books and free dresses on enrolment and attendance. He found no significant difference between the attendance figures of the pupils getting incentives and those not getting incentives.

Seetharamu, A.S. (1980), found that the tendency for regularity in attendance was higher when the number of adults in the family was more than two and it was lower when the children in the family were more than two. While the nearness of school is no guarantee for retention of children in school, a distant school discourage children from being regular. It was found that mid day meal scheme had failed to serve the poorest section of society. ***Joshi, N.D. (1981)***, found that tribal children were irregular in attending school due to inadequate educational concessions. ***Sinha, A.N. (1981)***, revealed that four school variables, namely, the number of teachers, building conditions, the number of rooms and headmasters quantifications, correlated significantly with the

rate of non-attendance. Widespread illiteracy in society, were responsible for children's absenteeism and poor female participation in the educational system.

Panchamukhi, P.R (1981), revealed that even in an educationally advanced environment in a city like Dhorwar, participation in education was severely constrained by socio-economic environment of students. Not scholarship but parents income had a significant positive influence on the performance of students.

Seetharamu, A.S. and Ushadevi, M.D. (1981), diagnosed the problems of participation in schools of Karnataka state. The findings of the study were that there were regional variations in family and school factors, which favoured school participation. The majority of the school factors favoured school participation more in low dropout areas than in high dropout areas. Most of the family factors were less favourable for school participation for girls than for boys. ***Jay Noell (1982***), has conducted a 'reanalysis of public and private schools'. The study revealed that catholic school pupils are found to do no better or worse in attendance than public schools pupils. ***SIERT, Rajasthan (1982)***, found that in Banswara, the daily attendance of students increased by 52 percent. Student participation in various activities improved by

about 25%. Overall functioning of school improved by 50 to 75% due to teachers keen interest in school activities and awareness of community. ***Sharma, H.C (1982)***, found that the retention, attendance and regularity of students was better in schools where teachers stayed at their headquarters as compared to that in those where they did not do so. Incentives like free text books, uniform and food had a positive effect on the regularity of students. ***Patel (1984)***, found that tribal parents indifferent and apathetic attitude towards education together with their poor economic conditions seemed to be the major causes for irregular attendance, absenteeism and dropping out from school. ***Dunakhe, A.R. (1984)***, felt that there should be diversification of curriculum, school timing and open entry to the schools. The research needs spelt out in the study were related to the areas of absenteeism, administration, curriculum development and practices, preparation of quality educational materials and evaluation system. ***Govinda, R and Varghese, N.V., (1991)***, found that the level of infra-structural facilities provided in the schools played an important role in improving the teaching-learning environment and consequently learner achievement level and overall school quality. ***Bhattacharya. S. (1991)***, carried out a comprehensive impact study of Project Nutrition Health

Education and Environmental Sanitation (NHEES] covering eight states. She reported that the attendance of pupils in class I-V, who belonged to the economically disadvantaged sections of the society was highly satisfactory. According to ***Ratle, L. (1992)***, the participation rate in primary education gradually increased from a low of 50% in 1948 to 93% in 1979. However the percentage of wastage of girls (36.8%) was slightly higher than that of boys (31.3%).

Rao, M.S. and Patnaik, K.U.M. (1992),studied the impact of reservation system on scholastic achievements of Kotturu Block in Srikakulam District. The main objectives of the present study were to find out the relationship between castes and school attendance of students. To examine the relationship between occupation and school attendance, to find out the relationship between the educational background of a locality and its influence on school attendance and examination performance. To find out the above objectives the following concepts were used throughout the analysis. Caste of the students had been defined forward, backward classes (Group A,B,C,D), scheduled caste and scheduled tribe. Occupation of the parent is taken as in the present study of class classification. The average percentage of schools attendance computed as a

$$\frac{\text{No. of days attended by the student}}{\text{No. of working days of School}} \times 100$$

The word examination performance of a student means the performance of a student in the examination viz., passed or failed or promoted. It was found that backward caste students are having average percentage of attendance higher than the other castes. It is due benevolence of government viz., social welfare facilities and provision of free books etc. So students belonging to BC, SC and STs resides in welfare hostels are therefore able to attend the school. The average percentage of attendance of the students from rural occupation is the lowest. The students from urban occupational background are having higher than the students of rural occupation. Hence, we can state that the expected relationship is correct. The general expectation is that students living in well developed locality are good in school attendance and examination performance because they will develop their children educationally. **Caldas(1993),** found that attendance is positively and significantly related to student performance. ***Lamdine (1996)***, reported that student attendance has a positive and significant effect on student performance.

Maheshwari, A.N. (1997), observed the teacher student relationship, learning achievement of the pupils and the bottlenecks in providing education to the rural children. He is of the view that the phenomenon of villagers not sending their children to the government/local body schools are preferring private schools on the pattern of public school education as in urban areas, is a recent development. It indicates that the policies and practices as implemented in the government/local body schools are not tuned to the needs of the rural society. There is a need to undertake research studies to identify the causes for this development.

Melvin V. et al. (1998), analyzed that student attendance is shown to be significant in terms of its effect on student performance.

Abe, Feuerstein (2000), studied that school characteristics and parents involvement, influences on participation of children in schools. The results indicate that many forms of parent involvement, such as the structure that parents create for students in the home environment, are not easily influenced by school-level variables. However, several forms of parent involvement, including parent volunteerism and participation in parent teacher organizations can be increased when teachers attempt to contact parents.

Dreze, Jean (2000), studied school participation in rural India and found that school participation, especially among girls, responds to a wide range of variables, including parental education and motivation, social background, dependency ratios, work opportunities, village development, teacher posting, mid day meals and infra-structural quality. Mid day meals are particularly effective: the provision of a mid day meal in the local school roughly halves the proportion of girls excluded from the schooling system. School quality matters, though it is not related in a simple way to specific inputs. ***Jayachandran, U. (2002)***, investigated the socio-economic determinants of school attendance in India, and the possible causes of disadvantage faced by the girl child. Based on census data for 1981 and 1991, the determinants of inter-district variations in school attendance are explored, separately for boys and girls. A similar analysis is applied to the gender bias in school attendance. The results indicate that school attendance is positively related to school accessibility and parental education, and negatively related to poverty and household size. Interestingly, a positive association emerges between women's labour force participation and children's school attendance; possible explanations of this pattern are discussed. The gender bias of school attendance declines with

school accessibility and parental education, and rises with household size. Penal data analysis based on the random effects supports the cross-section findings.

Ramchandran, V. et al. (2003), studied that the family, larger community, the available education and health services affects, partially or wholly children full participation in schooling. ***Durdhawale, V. (2004)***, studied scenario of primary school attendance of less developed states in India. The findings indicate that the variation in primary school attendance is distinct across less developed states. In Bihar, the proportion never attended primary school is the highest and net enrolment ratio in primary grade is the lowest. Gender differentials in primary school attendance are the highest in Rajasthan followed by Bihar and UP. However, proportion of girls dropping out is comparatively higher in MP. Highest gender difference in net enrolment is observed in Bihar. Being a boy, of higher age, non-SC/ST, non-Hindu/Muslim (in rural areas), of higher economic status significantly increases the chances of school attendance. As a whole individual factors and SLI play more important role than availability of primary school in school attendance among 6-10 years children. Poor economic conditions along with general lack of interest among

primary school goers are the two most significant factors affecting the dropout or non attendance.

1.6.4 WASTAGE/STAGNATION

The studies related to wastage/stagnation are discussed here:

Das, R.C. (1969), conducted a study of the wastage and stagnation at the elementary level of education in the state of Assam. The study revealed that the rate of wastage at the primary level was high among girls than that of boys. The rates of wastagnation at the primary level were much greater than that in the middle level. The average rates of wastagnation were 77.12 per cent at primary and 38.45 percent at middle level for pupils in general. The total rate of wastage and stagnation for pupils at the elementary level as a whole lay between 80.56 and 86.31 percent. In spite of the rapid increase in educational expenditure, efforts and facilities, the rate of wastagnation remained constant.

Barua, A.P. (1971), revealed that poverty, ignorance, poor health of pupils, long absence from the school, crowded classes, single teacher schools and faculty admission policy were the main causes of wastage. Repeated failure in a class was perhaps the only cause of wastage independent of stagnation. One important cause of stagnation was the pupils attitude towards the examination. Lack of teaching aid and

irregular attendance contributed towards failure of a pupil. ***Panigrahi, et al (1972)***, studied the causes of stagnation at the elementary stage in Orissa.The findings revealed that students pass percentages in all subjects in class II and III were 15.7 and 13.4 respectively, whereas the percentages of students promoted to these classes by the headmasters were 65 and 76 respectively. It was found that the students passed in all subjects were regular in attendance, whereas students failed in all subjects were irregular. Most of the failure pupils did not have books and other instructional materials and their mother tongue was different from the regional language. These causes were compiled with economic backwardness. **Adiseshiah, M.S. and Ramanathan, S (1974)**, revealed that the wastage of SCs was very high at the primary stage, but at the middle stage the SCs had an edge over the non-SCs. The rate of school attendance seemed to very inversely with the size of the tribe. In spite of high rate of repetition, the rate of dropouts was low.Although majority reported financial difficulties. ***Das, R.C. (1975)***, conducted a study on educational wastage in urban and rural areas. The major objective of the investigation was to find out the variation of educational wastage with regard to its extent at the primary level in urban and rural areas. The major findings were the

dropout rates for urban, suburban and rural areas were 15.1, 7.0 and 14.5 percent respectively while the grade repetition rates were 48.1, 63.8 and 63.4 percent respectively. The total educational wastage was 63.2, 70.8 and 77.9 percent respectively for urban, suburban and rural areas. The combined wastage and stagnation in rural area schools was significantly higher than that in the suburban area schools which was in turn higher than that in the urban area. The same trend existed for boys and girls separately also. The percentage of pupils regularly completing the primary course was highest in the suburban area and the lowest wastage (7.0%). But in the case of failure in examinations the rate was lowest for urban area (48.1%). In rural areas wastage in case of girls was lower than that of boys but same in urban and suburban areas. In case of stagnation, the percentage was lower for girls in urban area but higher in suburban and rural areas than boys.

Sharma V.S. (1977) and Joshi, G.K. (1978), found that after introducing un-graded unit system of teaching in class I and II, the index of wastage remained almost static at 9% for these classes. In the classes of III to V the indices of stagnation came down to 7.91% (in 1975-76) from 9.78% (in 1970-71).

Seetharamu, A.S. (1980), revealed that the total dropout rate at the end of standards I, II, III, and IV were 46.20, 24.20, 19 and 9.60 percent respectively in slums of Bangalore. ***Sinha, A.N. (1981)***, conducted a study of dropout children in the lowest literacy district of Hazaribagh, Patna and found 55% children left the school between grades I and IV and 32% between grades V and VI. Sex wise variation in the extent of dropout did not reveal much difference. A majority 54% wanted an easier syllabus, and 45.32% suggested reduction in the number of subjects. ***Saika, D. (1981)***, conducted a survey about wastage and stagnation in nine primary schools of Khasi hills district, Shillong. About 60.3% of pupils enrolled in class 'A' dropped out in the selected primary schools. Poverty, ignorance and social backwardness of the pupils were mostly responsible for wastage and stagnation. To make elementary education effective and successful a new strategy was required. Better planning and greater human efforts were the basic needs. ***Eswara Prasad and Sharma, R. (1982)***, conducted a study on wastage, stagnation and inequality of opportunity in rural primary education in Andhra Pradesh. The study revealed that Kurnool and Guntoor regions, the incidence of stagnation was higher among girls than boys, higher in lower class peoples than other. When the stagnation

across the grades was considered, it was found that the rate of stagnation showed progressive decline from class I to V. In Telengona, the educational wastage of SC boys was 94.74% and for girls its was 87.26% at primary stage. There was no association between school quality and wastage in education. The average percentage of stagnation for boys and girls was 45.40 and 47.06 respectively. It was found that the level of income and caste were important factors in wastage and stagnation. ***Hussain, M. (1982)***, determined the rate and form of wastage and stagnation in rural area of Bhilwara district Rajasthan. Data were collected from registers for admission, attendance, examination and issue of transfer certificates. The study revealed the rate of wastage was very high and highest in first two classes. Out of 682 schools, 506 were single teacher schools and their rate of wastage was higher than multi-teacher schools. About the forms of wastage, the findings were that the dropout rate was higher in the first two classes; failing once or repeatedly led to school leaving and the non-provision of all the five classes in the same institution resulted in discontinuation of studies by the students. The rate of stagnation was comparatively higher in single teacher -schools but no significant difference between boys and girls. The teacher pupil ratio in Rajasthan as whole

was 1:49 where as in rural areas of Bhilwara district it was found to be 1:26. The study suggested to make the maximum use of available resources, efforts should be made to enroll all the boys and girls of the 6-14 age group. With an excellent pupil-teacher ratio of 1:26, it should be possible to bring about qualitative improvement. ***Sharma, R.C.(1982)***, revealed that in Rajasthan the percentage of wastage was found to be higher in girls than that of boys. The wastage rate of SC girls was 72.30% and for others it was 63.38%. It was higher in ST boys. ***Devi, K.G. (1983)***, studied that at the lower primary course, girls dropped out more than the boys. The difference in rate between boys and girls was 14.76% which was highly significant. In middle schools course the difference was not significant. The boys had a high rate of stagnation than the girls. Class wise stagnation was clearly visible at class VIII for boys and class VII for girls. The highest rate of dropout appeared in class A (48.48%) and lowest in class VI (4.79 percent). The variation between the highest and lowest was 43.69%. The important causes according to the combined results were poverty, repeated failure and negligence of parents. The study revealed that out of 40 cases of dropout, 20 belonged to socio-economic, 17 to educational and 3 to miscellaneous categories. Socio economic causes were the

most important. ***Mali, M.G. (1984)***, revealed that out of 819 boys and 368 girls in class I only 227 boys and 45 girls had completed class IV in four years; 71.3 percent passed class I while the reminder dropped out; the same situation prevailed in classes II, III and IV. Reasons for dropping out were failure and poor economic conditions. Because of social and religious reasons, the girls stayed away.

Dass, J.R. and Garg, V.P. (1985), found that early childhood education had a salutary effect in reducing the dropout rate. Improvement in retention and lower stagnation were observed in the case of the group which had pre-school education. The main implication of the study was that primary education should be encouraged as one of the remedies to deal with the problems of wastage and stagnation.

Dhongade, U.D. (1986), revealed that in Aurangabad, Maharashtra the total enrolment of SC/ST students was 40.7%, percentage of non-enrolment of girls was larger than that of boys. Non-enrolment was maximum in villages with a population between 1000 and 2000. Average %age of absentees, failure and wastage were 10.7, 3.7 and 14.4 during the year 1982-83 respectively. Percentage of stagnation in addition to the failures during 1982-83 was 13.1. Teachers in rural areas where SC/ST students were in large proportion,

were not effective and absented themselves from schools. Schools lacked minimum facilities. ***SIE U.P. (1986)*** conducted study of dropouts and failures in primary classes. The major objective was to study the causes of dropout and failure among 6-14 age group students. The development trend showed that from 6-8 class, 15% were dropouts and 4% failures. Maximum dropouts were seen among backward classes. The main cause for dropout were illiteracy of the parents, poverty, distance of school from home, unattractive environment of the school and lack of facilities. The suggestions of the guardians were: Schools should not discriminate between, castes, religions, communities, rich and the poor, sex etc. Adequate facilities and motivating school environment should be provided ***Thakur,T.et al.(1988),*** found that wastage is due to dropout or stagnation. ***Sachidananda (1989)***, undertook an in depth analysis of disparities in elementary education in Bihar state. His conclusions were: (1) In respect of literacy and elementary education, Bihar is far behind most of the other states in the country; (2) The dropout rate at the elementary stage was heavy and had increased over the years; (3) Until the children completed the first three years of schooling, they tended to relapse into illiteracy; (4) The literacy and enrolment were

poorer among SCs and non-Christian Tribals. The causes were: poverty of rural families, lack of teachers' commitment to their duties, lack of effective supervision and rampant corruption in the supervisory cadre, paucity of women teachers, highly politicized teaching community and less representation of SC and ST teachers.**Spratt, et al. (1989)**, examined the widespread phenomenon of grade failure and repetition in the primary school system of a developing country, Morocco, Ethnographic interviews with school teachers, students, parents and administrators indicated a general perception that grade repetition was often beneficial to academic development. Furthermore, primary school grade repetition was perceived by most interviewees to occur largely due to institutional factors in the educational system, rather than solely to individual academic factors. The relationship between grade repetition, school achievement, and casual attributions for success and failure was also examined through the analysis of quantitative data obtained for a sample of over 200 Moroccan school children. It was found that grade repeaters generally exhibited weaker academic performance than non-repeating peers even when prior achievement was controlled. Casual attributions to effort among non-repeaters prior to fifth grade were significantly higher than those of repeaters. These

findings indicate the need for context specific elaborations of attribution theory, and more generally for efforts to reconcile policy, public opinion and current empirical evidence.

Gupta, J.K. et al. (1989), investigated the problem of stagnation and dropouts using a two stage sampling scheme in the nine educationally backward states. Their findings are of great importance since they were derived from a carefully designed sampled study. These were: (1) The overall drop-out rate was more than 60% in Andhra Pradesh, Bihar, Jammu & Kashmir and West Bengal whereas Assam, Orissa and Rajasthan registered a rate of less than 50% and M.P. registered a rate of 58% drop out (2) More than 60% of the pupils completed the primary education cycle without repetition in J&K, Orissa and Rajasthan, while only about less than one-third of the pupils completed the cycle in Andhra Pradesh, Assam, Bihar and West Bengal. (3) In all the states three fourth of the total years spent in excess were attributable to dropout while the remaining, i,e. one fourth were attributable to repeaters.

Buch, M.B. and Sudame, G.R. (1990) in their study of achievements of urban primary school children, reported that, whether continuous or casual, dropout was the maximum in class I and decreases from classes I to IV. A similar trend was

evident in the rate of wastage and stagnation, i.e. from 61% in class I to 54% in class IV.

Chavares, D.S.'s Study (1991), indicates more or less the same trend of decreasing dropouts in the municipal schools of Pune city, i.e. 32%, 15%, 12% and 8% in classes I, II, III and IV, respectively. ***Dave, P.N. (1992)*** revealed that the studies shows that stagnation i.e., taking a year to or two more for completing a set cycle of schooling is a universal phenomenon.

Gyaneswar, S.S.(1992), studied the extent of stagnation and dropout in the schools of Manipur. He found the rate of wastage and stagnation amongst pupil in rural schools was higher than that amongst urban schools. As against 24.8% in urban schools, it was 47.3% in rural schools. It was higher amongst boys, girls and STs in rural schools than those in urban schools. On comparing the same statistics for STs and SCs, the rate was higher among scheduled castes.

Sharma A's. (1992), indicated that most of the dropouts were in the first or between the first or between the first and the second years. ***Vyas, J.C. et al. (1992)***, studied the dropout rate in Rajasthan in 1992, using the circular systematic sampling technique. Their conclusions were: (1) The total dropout rate was 44.66% while that for girls was

53.67% (2) Significant differences existed between the dropout rates of urban and rural schools (30.39% - 42.98%); girls and boys (52.24% - 43.98%) and ST and SC children (more in ST children, percentage n.a.) (3) The distance from residence to school was not related to dropping out.(4) The incidence of drop out was more (75%) in the integrated unit system i.e., in classes I and II, than in the traditional regular class system, which went upto 90% by the end of class III (5) The teacher – pupil ratio was correlated to the dropout rate. ***Samuel, J.M. and Fong – Ruey, K (1993)***, examined the phenomenon of retention in kindergarten through grade VIII using data from the national Education Longitudinal Study of 1988. Results suggest that the timing of retention is not uniformly associated with superior performance. Retention at any point is associated with less optional academic and personal social outcomes. Non retained students demonstrate higher grades, test scores and fewer academic, emotional and behavioural problem than the retained group. Moreover, retention is associated with more negative outcomes for female, white and higher socio economic students. Retention does not equalize outcomes even when retained students have been in school a year longer. ***Hosaka, T. (1995)***, investigated the actual number and incidence ratio of long absence and

school non attendance on the basis of cumulative guidance records over a 3 year period of all children in elementary and junior high schools who were absent from school for more than 30 days in one school year. From 1989-91, the incidence ratios of long absence were 1.64, 1.6 and 1.62 percent and those of school non-attendance were 0.93, 0.95 and 0.95% respectively. **Kamble P.R. (1996)**, Studied the effect of the educational facilities given by government to backward class pupils on their educational progress. The researcher has drawn the conclusions after studying the results of the IV standard for the years 1988, 89 and 90. It was observed that 50.53% students passed all the subjects during examination. During the three years, 138 (10.8%) students out of 1259 left the school. The percentage of dropout on the national level as given in Ramamurthy Report page 69,1990 MHRD was in 58.8 and 66.1 percent for SCs and STs respectively. There is less %age of dropout in Devgad Taluka, as compared with that at National Level, due to the government facilities made available to the backward class pupils. **Khemchandani (1996)**, concluded that less number of girls fail at SSC examination than boys, while no difference exists between number of first divisioners, second divisioners and pass class between boys and girls. **Mahoney, et al (1997)**, assessed longitudinally the

involvement in school based extracurricular activities and early school dropout in adolescents, 7th through 12th grades. Based on interpersonal competence scale ratings, early school dropout was found to be markedly lower for students who had earlier participated in extracurricular activities compared with those who had not participated. Extracurricular involvement was only modestly related to early school dropout among students who had judged to be competent or highly competent during middle school.

The study was undertaken by **Dutta, S (2000)**, with an objective to identify proximate determinants of household demand for children's quality where child quality has been represented by schooling years which parents expect their child to complete. The study indicated that households' yearly gross earnings, level of assets, mother's education, and household occupation, attitude of parents as well as cost of educating children have statistically significant positive impacts on household demand for child quality.

Ganai, M.Y. et al (2004), studied demographic profile of out of school children in the age group of (6-14) years in the administrative block of Chadoora (Budgam) J&K. They found 526 out of school children in the block, 53.61% were females and 46.38% were males. The highest percentage of

out of school children 18.63% belong to the age group of 6 years. **Durdhawale, V (2004)**, revealed that the chance of dropping out, as a whole, increases with class. In class I, the chance of dropping out is highest. During class 3rd and class 5^{th}, this probability increases sharply. Not interested in studies (especially in Bihar and among boys), high cost, and burden of household work (mainly for girls) are the major causes of dropout.

1.7 PROBLEMS – ISSUES – EMERGENCE OF RESEARCH PROBLEM

Since there is a positive correlation between the education, knowledge and development, most of the backward countries or regions are lagging behind in educational levels. This problem came to investigators mind while knowing from the literature that the state of Jammu and Kashmir to which the researcher belongs falls in the category of educationally backward states. Given the parameters of an educationally forward region, the state of Jammu and Kashmir fulfills all requirements like the climate which resembles with the Europe-the highly educational developed region of the world and the history of the state. In the earlier times Kashmir was considered as "Sharda Peth". Peth has a special status in the field of education .The prevailing disparity in the field of education becomes a concern for the conscious citizens .With the passage of time it came to investigators mind that the

prosperity of the state is difficult without the educational advancement .So the investigator started to look in to this problem and reached to the conclusion that a serious and conscious effort is needed to analyse the different aspects of our educational backwardness in the state .Since the first step towards the quality and higher education, enrolment at lower stages the researcher focused that the whole issue could be addressed by looking at participation as well as enrolment rates at the elementary level.

Chapter - II

The Problem

CHAPTER - II

THE PROBLEM

The reports published by the Government of India shows that there are serious regional imbalances in terms of educational facilities. According to a report (2000-2001) the Jammu and Kashmir state has only about 14300 elementary schools which is small in number than many smaller states alike. The Gross Enrolment Ratio is 91.8% at primary stage and 67% at upper primary stage. However, the basic passion is that all the children enrolled participate effectively in the educative process and acquire minimum essential academic skills. The National Policy on Education (1986) has emphasized that the task of providing compulsory education does not end with enrolment. It is essential that every child participates in the educative process to requisite extent and acquires minimum level of learning. The Ramamurthi Committee Report 1990 has reported a study on participation of children in educative process in which it was found that out of every hundred children enrolled only forty three children attend school everyday in the areas under study. Such studies need to be conducted in other states/areas also.

2.1 RATIONALE OF THE STUDY

Most of the states in India have adequately developed system of Elementary Education. But the states in which the levels of educational development are low both for primary as well as upper primary levels are: Uttar Pradesh, Madhya Pradesh, Rajasthan, Orissa, Andhra Pradesh, Bihar and Jammu & Kashmir. It may be noted all these states are also known as educationally backward states.

At present there are approximately one crore boys and girls in the age group of 6-14 years does not attend school out of which 20 per cent are those from whom education is beyond reach. This is challenge for our country and we have to get rid of it at the earliest possible.In Jammu & Kashmir a large number of rural children in the age group of 6-14 are not attending school and are engaged in agricultural work. Fairly a good quantity of girls is engaged in domestic work instead of going to school. A large number of Muslims living in Ladakh region particularly in Kargil area still hesitate to send their female children to school. The concept of "Elementary Education as a Fundamental Right" is far away from these people.

Since the Jammu and Kashmir is one of the most educationally backward states, the situation got worsened

due to the disturbed conditions prevailing in the state since 1989. Thanks to the Union Government for declaration of Elementary Education as a Fundamental Right under 86th Amendment.

Education as discussed and understood is a vital ingredient in the progress and prosperity of a society, community, region or country, disparity and backwardness vertically or horizontally may prove a disturbing state of affairs for that region and country. Therefore J&K which is lagging behind in the field of education as compared to many other states of the same nature need to be uplifted for the future prosperity of the country. Why such conditions in the field of education exist in the state shall deeply be examined and analyzed. In this backdrop the present study has been undertaken with the objectives mentioned later in this chapter.

2.2 STATEMENT OF THE PROBLEM

Universalization of elementary education has been one of the important goals of educational development in India since independence. Article 45 of the constitution directly states to endeavor to provide within a period of ten years from the commencement of the constitution for free and compulsory education to all the children upto the age of 14 years. This goal should have been achieved in all the states of the Union by 1960. But unfortunately our success towards this goal has been very slow. On All India basis there has been quantitative expansion of school education in terms of number of schools, enrollment and posting of teachers. There are at present 8.45 lakh elementary schools having enrolled about 157 million children in the country. But still 6% of the rural population is unserved by primary schools and 16% rural population is unserved by elementary schools.

Various commissions and committees emphasized that the highest priority should be given to the elementary education. NPE (1986) stressed the need that elementary education should be provided for all children till they reach the age of 14 years and substantial improvement in quality of education by making it child based and activity centered.

In this advanced age the burden of illiteracy and educational deprivation is still heavy in the state of Jammu & Kashmir. The total literacy rate of India by Census 2001 is 65.38% and it is 54.46% in the Jammu and Kashmir State. It indicates that the literacy percentage of the State is low as compared to National Scenario. No doubt, there is a provision of free and compulsory education but still lakhs of children are not on rolls in schools.

The educational scenario of Jammu and Kashmir State motivated the investigator to undertake a study on participation of students in elementary schools in the age group of 6-14 years. It is expected that the data generated out of present investigation will be useful for policy makers and academicians of the state for making a concrete plan for universalization of elementary education.

The problem selected for the present study reads as under:

2.2.1 TITLE OF THE STUDY

"Educational Participation and Success Rate of Elementary School Children in Relation to Certain Personal and Institutional Factors".

2.3 DEFINITION OF TERMS

2.3.1 EDUCATIONAL PARTICIPATION

Participation means the act of taking part or sharing in something. Educational participation is the participation of students in various educational activities. Their participation in every educational activity is very much necessary to make the education a meaningful activity in any educational institution.

In most of the countries, education is seen as a one-way process by passively receiving information and knowledge, rather than an interactive process. There is a significant body of evidence which indicates that schools that do involve children and introduce more democratic structures have better staff-pupil relationships and a more effective learning environment. Schools must be places where children want to be, where they experience respect and engagement with their concerns. Children need opportunities to be involved in the decisions, policies and structures of the school that affect them on a daily basis. In the present study, educational participation signifies how effectively students take part in the teaching- learning process and will be measured in terms of average attendance of children per school and per class.

The average percentage of school attendance is computed as a:

$$\frac{Number\ of\ days\ attended\ by\ the\ student}{Number\ of\ working\ days\ of\ school} \ x\ 100$$

2.3.2 SUCCESS RATE

It is the performance of students in school subjects. The term success rate refers to the attainment of students in the various educational tasks as indicated by the results of various tests and examinations pertaining to academic activities of the school. Gayen (1961) has considered achievement as one which is measured by a single composite score, that is the grand total of marks in subjects. The aim is to determine how for a student has learnt the minimum essentials of subject matter under the curriculum.

In the present study success rate indicates the proportional students who acquire the requisite skills and competencies at each stage primary and upper primary levels and will be measured in terms of pass percentage class wise in each school. The success rate is the examination performance of students' viz., passed or failed or promoted. Therefore the result percentage or pass percentage of the students is termed as success rate. The result percentage of students is computed as a:

$$\frac{\text{Number of students passed}}{\text{Total number of students}} \times 100$$

2.3.3 ELEMENTARY SCHOOL

Our educational system has been divided into several stages such as elementary, secondary and higher education. The elementary stage is the lowest in the ladder. According to Carter V.Good, elementary school is "a school having a curriculum offering works in any combination of grades 1 to 8". An encyclopedia definition: "the elementary school consists of the first seven years of school". Also known as grammar school in the United States, it is a major segment of compulsory education. Untill the later third of the 20th century; however, elementary school was grades 1 through 8. The definition of American Heritage Dictionary:" An elementary school is a school for the first four to eight years of a child formal education".

In India, the first eight years of schooling constitute the elementary education which comprises classes 1st to 8th. In the present study, the stage of first 8 years of schooling has been defined as elementary education. In India, this stage is further divided into two sub-stages. Primary stage of classes 1st - 5th and upper primary stage of classes 6th - 8th.

2.3.4 PERSONAL FACTORS

These are as follows

I. REGION

The J&K state consist of three regions namely Kashmir, Jammu and Ladakh. Ladakh is the remotest area and educationally backward than Kashmir and Jammu regions. In the present study all the three regions have been taken to see their effect on participation and success rate.

II. GENDER

Gender is often, and incorrectly, used as a synonym for *sex*, referring to the physical characteristics commonly used to differentiate male from female Gender is the perceived or identified *masculinity* or *feminity* of a person or characteristic. A persons gender is complex, encompassing countless characteristics of appearance, speech, movement and other factors. The collaborative International Dictionary of English V.044 defined, "the term gender to refer to the sex of an animal, especially a person. Gender is one component of the gender/sex system, which refers to "the set of arrangements by which a society transforms biological sexuality into products of human activity, and in which these

transformed needs are satisfied" (Reiter 1975: 159). Every known society has a gender/sex system (en.wikipedia.org).

Gender refers to the socially constructed roles ascribed to males and females and the resulting socially determined relations. Gender is one of the key entry prints for social analysis/assessment. It is important to understand the social, economic, political and cultural forces that determine how men and women participate in, benefit from, and control project resources and activities.

In the present study the male-female population has been taken to see their influence on educational participation and success rate.

III. CASTE

The Oxford history of India, in its definition of *caste*, does not mention any hierarchy of status and says explicitly that member may or may not be restricted occupationally. The heart of its definition is:

A caste may be defined as a group of families internally united by peculiar rules for the observance of ceremonial purity, especially in matters of diet and marriage. The rules serve to fence it off from all other groups, each of which has its own set of rule.

Each caste has its own opinions, feelings, rights, manners and modes of living. Thus, the men of whom each caste is composed do not resemble the mass of their fellow – citizens; they do not think or feel in the same manner, and the scarcely believe that they belong to the same human race.

The word caste is derived from the Portuguese's word caste, meaning lineage, breed or race. The term "caste", when used in human culture, is usually in conjunction with the social division in Hindu society, particularly in India.

The oriental Encylopedia defined caste a hierarchical system, called varna dharma (or jati dharma), established, in India in ancient times, which determined the privileges, status, rights and duties of the many occupational groups, wherein status is determined by heredity. There are four main estates (varnas) – Brahmins, Kshatriyas, Vaishyas and Shudras. It is believed that one is born into a caste depending on one's karmic influences, i.e. actions in the past life. The castes are not mentioned in the oldest part of the Rigveda (the "family books", (2-7). Only the Purusha Sukta hymn (i.e. Rigveda 10:90) mentions the casts and compares them to the body of a man: "The Brahmana was his month, of both his arms was Rajanya made. His thighs became the

vaishya, from his feet the shudra(i,e scheduled caste) was produced". (Rv10:90:12) Caste is defined," a system of dividing Hindu society into classes". A separate and fixed order or class of persons in society who chiefly hold intercourse among themselves. [Source: The collaborative International Dictionary of English, V.0. 44].

In the present study Caste has been categorized as General children, Scheduled Castes and Scheduled Tribes to see their effect on attendance and success rates.

IV. AREA

The area has been categorized as rural, urban and semi-urban.

RURAL AREA

According to wikipedia Encyclopedia, Rural Areas are sparsely settled places away from the influence of large cities and towns. Such areas are distinct from more intensely settled *urban* and *suburban* areas, and also from unsettled lands such as *outback* or *wilderness*. People live in villages, on farms and in other isolated houses.

Rural areas can have an agricultural character, though many rural areas are characterized by an economy based on logging, mining, oil and gas exploration, or tourism. Life style

in rural areas are different than those in urban areas mainly because limited services are availably. Government services like law, enforcement, schools, fire departments, and libraries may be distant, limited in scope or unavailable. Utilities like water,street lighting and garbage collection may not be present. Public transport is absent or very limited; people use their own vehicles, walk or ride on animal.

According to official U.S. Census Bureau definition, rural areas comprise open country and settlements with fewer than 2,500 residents. Rural area is an area that is not a Metropolitan Statistical Area. According to Brainy Dictionary, Rural of or pertaining to the country, as distinguished from a city or town.

Rural area for the present study has been defined as that area where majority of the population is engaged in agriculture, live in remote, instant and backward areas having less facility.

URBAN AREA

In General Encyclopedia, the term urban means cities and towns distinct from rural areas. Urban areas comprise larger places and densely settled areas. Urban areas do not necessarily follow municipal boundaries. They are essentially densely settled territory as it might appear from the air.

Urban areas are of two types - urbanized areas and urban clusters-identical in the criteria used to delineate them but different in size. The Census Bureau defines an urbanized area wherever it finds an urban nucleus of 50,000 or more people. In general, they must have a core with a population density of 1,000 persons per square mile and may contain adjoining territory with at least 500 persons per square mile.

Urban area for the present study has been defined as that area where life style is advanced than rural areas, because large number of services colleges, schools, law enforcement, hospitals, libraries and utilities like water and electricity are available.

SEMI-URBAN AREA

These areas are advanced than rural but not as advanced as an urban.

2.3.5 INSTITUTIONAL FACTORS

I. TYPE of SCHOOL

For the present study two types of schools have been taken i.e. GOVERNMENT and PRIVATE.

GOVERNMENT SCHOOL

This school consists of schools run by the central and state governments. The expenditure of these schools are met

from the budget. These schools are permitted to collect a small amount of admission and special/amenity fees which are used to purchase office and library, consumables, maintenance of building etc. Students from all categories of socio-economic status, religion, caste, sex etc are enrolled in these schools.

PRIVATE SCHOOL

These schools are partly within and partly outside the common system. In matters relating to curriculum and examination, they follow the guidelines of the affiliated boards but in matters relating to fees and payment of endowment to teacher, they either have their own rules or can afford to ignore the government rules in a suitable manner. The fact of not getting grant in aid from the government makes them bold enough to ignore the regularly mechanism of the state. This provides them an opportunity to maintain the exclusive charter of the institution by resorting to selective admission from the upper sections of the society. These schools are free to set fee levels and raise additional resources for school related activities. The present study has been designed to take Government and Private schools, to see their influence on the participation and success rate of children.

II. MEDIUM OF INSTRUCTION

For the present study the investigator took following two schools in focus

1.Having medium of instruction in ENGLISH.

2. Having medium of instruction in URDU.

2.4 OBJECTIVES OF THE STUDY

Every researcher deals with the solution of a problem selected by him. Therefore, the researcher has certain specific goals in his mind to achieve the well defined purposes. These specific goals or purposes are technically termed as objectives. Without objectives no research is possible. The entire research process is guided by objectives, which have been explicitly and precisely spelled out by the investigator in advance. The present study like all other studies, has a few objectives which are given below:

i. To study the educational participation rate of elementary school children at various levels from class I to Class VIII.

ii. To study the success rate of the students in elementary schools from class I to Class VIII.

iii. To study the effect of certain personal factors associated with students on their educational participation and success rates.

iv. To study the effect of certain institutional variables in participation and success rate of elementary school students.

2.5 HYPOTHESIS

To every problem, there may be more than one solution. A researcher's effort is also directed towards the solution of the selected academic problem. Most of the time it is possible to make intelligent guess about the solution of the problem. Such an intelligent guess or a tentative solution is known as hypothesis. Since research is a process of systematic inquiry, investigation and analysis of data, in order to increase knowledge, test hypothesis and arrive at conclusions; every researcher starts to investigate his problem on the basis of a speculative preposition offered to explain a particular phenomenon, or as a premise from which conclusions can be drawn. Such a proportion torches him to the right directions to the entire study. As for that matter, the investigator formulated the following hypothesis.

i. The participation rate is influenced by certain variables such as gender, caste, rural-urban location.

ii. The success rate is affected by participation rate and certain other personal variables.

iii. Participation rate is effected by certain institutional factors like type of a school, medium of instruction, school facilities etc.

iv. The success rate is affected by certain institutional variables.

2.6 DELIMITATIONS OF THE STUDY

It is generally not possible to study the entire mass of variables associated with a given problem. Every research study is limited in several ways. It cannot be exhaustive and complete in all respects. It has to be delimited in terms of population covered, sample selected, scope of variables studied, the scope of generalization of findings and so on.

The present study has also certain delimitations which are given below:

i. The study was limited to the Jammu & Kashmir State and hence the generalization of findings is restricted.

ii. The study was limited to class I to VIII only due to limitation of time and resources.

iii. Only selected personal variables such as region, gender, caste, rural and urban location have taken into consideration.

iv. Only selected institutional variables like type of a school, medium of instruction, school facilities have taken into consideration.

Chapter - III

Design and Methodology

CHAPTER - III

DESIGN AND METHODOLOGY

A research is considered to be a formal, systematic, intensive process of carrying out a study with a proper method of analysis. While conducting a research, the researcher follows certain methodology, which is to be implemented in a systematic order. It includes all the planned techniques and strategies followed in carrying out the study. From the very beginning the researcher is careful to see if there is no lacuna left in the research work due to the procedure, an important phase of research. The design of study is of prime importance in attracting any research problem in a scientific manner. Kerlinger (1973) has defined research design as "the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance". The plan includes an outline of what the investigator will do from formulating the hypothesis through the analysis of results to the conclusions. In other words, a research is a systematic method of operating certain variables under controlled conditions.

The present study aims at studying the "Educational Participation and Success Rate of Elementary School Children

in Relation to Certain Personal and Institutional Factors". In any research the dependent variables are the measured changes in pupil performances attributable to the influence of the independent variables and the independent variables are the conditions or characteristics that the experimenter manipulates in attempt to ascertain their relationship to observed phenomena.

In this chapter the details of the method and procedure adopted for achieving the objectives of the study are described. This chapter consists of the following sections.

3.1 Sampling

3.2 Research Tools

3.3 Data Collection

3.4: Scoring

3.5 Data Analysis

3.1 SAMPLING

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. It helps to reduce expenditure, save time and energy, permit measurement of greater scope, or produce precision and

accuracy. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population.

POPULATION OF THE PRESENT STUDY

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions etc. drawn by individual. Generally, researchers do not study the entire population, for want of needed time and resources. Moreover, in most of the cases it is not required. What is done is that a smaller portion of the population, drawn as sample, is studied and conclusions are drawn for the whole population. In the present study, the target population was the students of elementary schools in Jammu and Kashmir State.

SAMPLE

The primary purpose of research is to discover principles that have universal application, but to study a whole population in order to arrive at generalization would be impracticable. Therefore, it is necessary to select a sample which represents the population. A sample of a small proportion of population is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

The technique used in the selection of the sample makes a lot of difference in research. An ideal sample must have two basic characteristics: (i) it should be a representative part of the population (ii) it should be as large as possible with the given constituent, in view of this; a sample of 17280 children reading in 98 elementary schools including both boys and girls was drawn from the population as earlier. The method followed was the cluster sampling technique. This technique is used when the population under study is infinite, where a list of units of the population does not exist, when the geographic distribution of units is scattered, or when sampling of individual units is not convenient for several administrative reasons. School populations which are not completely listed, such as all the elementary school children in a state, may be sampled in groups or clusters. Therefore, the sample consists of 17280 children including 9267 boys and 8013 girls studying in 98 elementary schools of J & K state. The details of class wise sample per school are presented in the given table:

Table No. 3.1
Data regarding class wise number of students per school.

School No.	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Total
1	26	41	29	45	20	61	78	118	418
2	32	17	29	37	21	49	40	70	295

3	16	31	22	24	25	30	30	35	213
4	22	22	20	20	18	30	18	25	175
5	53	24	22	43	41	33	54	56	326
6	6	8	15	14	7	20	30	29	129
7	10	9	16	11	11	20	25	20	122
8	20	21	20	23	23	41	39	26	213
9	15	11	23	16	22	25	20	18	150
10	114	120	140	110	97	64	60	43	748
11	30	20	16	15	21	24	21	21	168
12	25	33	46	52	41	43	37	50	327
13	10	20	18	17	13	14	12	16	120
14	52	40	42	42	42	61	55	56	390
15	33	31	34	37	33	41	36	52	297
16	14	18	17	14	11	17	29	15	135
17	21	57	21	32	44	70	65	60	370
18	32	30	35	25	51	36	42	53	304
19	27	30	34	23	39	58	44	32	287
20	60	51	48	49	66	89	84	79	526
21	83	77	67	70	77	89	118	86	667
22	17	15	18	16	26	17	14	20	143
23	32	22	40	38	32	27	30	30	251
24	28	25	20	20	35	18	18	22	186
25	18	18	18	18	18	20	20	20	150
26	8	7	10	10	12	9	11	11	78
27	32	25	20	17	24	27	30	27	202
28	16	18	20	15	13	20	20	20	142
29	36	37	37	39	38	30	27	30	274
30	18	15	8	14	10	55	18	24	162
31	16	16	18	12	10	12	21	20	125
32	23	18	26	18	19	8	13	10	135
33	20	12	12	16	12	20	21	15	128
34	28	20	29	14	16	43	57	73	280
35	28	14	19	14	24	11	9	12	131
36	30	24	13	18	18	23	22	25	173
37	18	7	16	18	11	28	28	18	144
38	24	21	21	33	37	35	37	43	251
39	30	25	22	24	23	22	25	30	201
40	20	12	27	19	20	44	36	49	227
41	34	36	29	43	48	60	50	56	356
42	30	30	30	35	40	50	47	32	294
43	5	6	4	5	4	4	6	4	38

44	8	12	14	11	10	9	7	6	77
45	16	20	18	21	21	28	18	18	160
46	19	19	4	18	40	38	35	40	213
47	21	12	12	12	19	9	19	28	132
48	10	9	8	8	12	13	15	8	83
49	58	74	64	58	64	71	71	60	520
50	23	25	23	20	22	30	26	22	191
51	37	20	24	16	13	50	49	18	227
52	14	5	25	27	22	31	30	46	200
53	30	33	37	40	47	50	35	40	312
54	33	37	27	46	34	30	34	43	284
55	6	16	10	17	10	28	25	30	142
56	10	10	14	7	10	10	16	17	94
57	18	18	10	12	18	18	20	16	130
58	12	10	10	10	10	10	12	27	101
59	7	7	14	9	9	12	4	8	70
60	8	9	8	8	8	8	9	8	66
61	5	10	5	12	5	8	8	13	66
62	12	7	16	10	16	16	4	5	86
63	10	9	8	10	10	11	10	15	83
64	4	6	10	11	14	16	14	15	90
65	6	7	13	11	13	25	15	27	117
66	7	11	14	11	13	46	39	36	177
67	30	26	32	25	30	49	40	33	265
68	8	10	5	8	5	6	8	4	54
69	10	5	12	12	5	31	37	40	152
70	22	26	20	26	22	17	34	38	205
71	5	5	5	4	2	14	9	5	49
72	53	27	23	28	18	32	33	30	244
73	41	34	20	24	30	31	26	32	238
74	8	6	9	10	7	2	16	7	65
75	6	12	14	5	5	5	12	14	73
76	4	5	6	5	5	9	18	21	73
77	5	5	7	6	6	12	20	20	81
78	21	7	13	12	10	18	16	21	118
79	14	12	9	8	12	29	31	15	130
80	4	7	5	5	4	12	9	19	65
81	7	6	9	15	11	12	22	16	98
82	11	5	9	15	7	18	14	17	96
83	9	5	8	9	11	22	20	19	103
84	19	19	15	13	9	6	7	7	95

85	8	7	7	9	6	10	5	10	62
86	10	14	5	18	5	15	25	5	97
87	4	5	4	4	2	5	3	4	31
88	9	5	8	5	9	5	9	12	62
89	9	5	9	5	8	8	10	10	64
90	14	7	5	7	5	7	5	5	55
91	7	5	7	7	8	10	14	8	66
92	5	12	5	10	20	10	18	5	85
93	6	12	4	6	4	14	6	9	61
94	8	6	6	6	6	5	4	11	52
95	12	13	16	17	20	26	24	23	151
96	6	7	6	6	10	16	13	15	79
97	9	5	4	5	4	8	5	4	44
98	14	10	5	13	15	5	16	17	95
Total→	1984	1855	1871	1928	1974	2534	2541	2593	17280

*The sex wise detail of sample is given in appendices.

3.2 RESEARCH TOOLS

PROCEDURE

In each and every type of research study, certain instruments are required for collecting data, such instruments are called Tools. Different kinds of tools are used by researchers for collecting different kinds of information most appropriate to their needs. In the present study "School participation and success information schedule" was used as a tool for gathering data.

The main objective of the study was to find out "The educational participation and success rate of elementary school children in relation to certain personal and institutional factors". The researcher feels to obtain this information

"School participation and success information schedule is to be framed. The Investigator constructed" School participation and success information schedule" for the purpose of research work. In order to collect relevant data pertaining to specific objectives, a Schedule (Scale) was developed by the investigator.

SCHEDULE

CONSTRUCTION OF SCHEDULE

As a first step towards a construction of the schedule, the investigator had to collect material from various books, educational surveys and research journals after a thorough and careful study. The design of the schedule was prepared and discussed with group of experts for their opinion. These experts were requested to judge the worth of each statement against the following criteria for try out stage:

1. The statement should be in simple and understandable language.
2. The statements should be clear and unambiguous.
3. The statement should be relevant i.e., there should be congruence between the statement and the definition of the concept.

As a result of the expert comments some of the statements were modified and some of them removed. Revised version of the 28 Items statement was prepared. In this way, the "School participation and success information schedule" was finalized. Then computerized copies of the final schedule were made ready for administration.

3.3 DATA COLLECTION

Data collection is essentially an important part of the research process so that the inferences, hypothesis or generalizations tentatively held may be identified as valid, verified as correct or reflected as untenable. After the selection of the sample and the required tools the task before the investigator was to collect data. In order to draw out the right responses and for willing cooperation of the teachers/headmasters the purpose of the study should be explained to them. The investigator personally went to the selected elementary schools of the Jammu and Kashmir state and filled the questionnaire himself by the help of teachers/headmasters of concerned schools. The investigator has taken class wise attendance of three months per school and the information regarding attendance were collected from the attendance registers of the children. The average percentage of school attendance computed as a:

$$\frac{Number\ of\ days\ attended\ by\ the\ student}{Number\ of\ working\ days\ of\ school} x100$$

The information regarding success rate (result percentage) of students were collected from the result books of schools. The word pass percentage of students means the performance of students in the examination viz. passed or failed and is computed as a:

$$\text{Pass percentage} = \frac{\text{Number of students passed}}{\text{Total number of students}} \text{x} 100$$

The investigator traveled to many far flung areas (distant places) like Leh, Kargil, Rajouri, Poonch and Kupwara for the data collection. The investigator had faced many problems during his journey to and fro since Jammu and Kashmir is a hilly area and during rainy days, landslides, and road blocks made the work difficult. But not much problem was faced in main towns during his data collection. The investigator continued to go from school to school to collect information relevant to questionnaire.

3.4 SCORING

Since the scoring (from item 1 to 26) was done manually by the investigator and the questions were multiple choices, then investigator represented the responses in form of tally chart in the tabular form. The responses in the tally chart

were counted latter on, these responses were reproduced in the form of frequency and percentage. After the scoring, the data analysis was carried out.

3.5 DATA ANALYSIS

Analysis of data means studying the organized material in order to discover inherent facts. It requires an alert, flexible and open mind. It is really a major task in the field of research. Statistics is a body of mathematical techniques or processes for gathering, organizing, analyzing and interpreting numerical data. Since research yields such quantitative data, statistics is a basic tool of measurement, evaluation and research. These methods are concerned with the reduction of mass of the data into a few convenient descriptive terms with which the inferences can be drawn. Therefore, in order to make meaningful interpretation and draw conclusions, it is necessary to re-organize and summarize raw scores in meaningful way, so that the summarized data may be used for the purpose of communication and interpretation of results. There are many statistical techniques which can be used for analyzing data. The choice of the technique involves what facts to be gathered? What assumptions to be employed? And what conclusions can be validly drawn?

In order to examine and justify the objectives of the study, the investigator used the relevant statistical techniques to summarize and interpret the raw scores. Most of the information were calculated in terms of percentages and frequencies. For computing the class wise/school wise total attendance and result percentage of variables Average percentage was used. For e.g. the average result percentage of 51 government schools were calculated as:

$$\text{Average percentage} = \frac{N_1P_1 + N_2P_2 + N_3P_3 + \ldots\ldots\ldots N_{51}P_{51}}{N_1 + N_2 + N_3 \ldots\ldots\ldots N_{51}}$$

Where N represents no. of students and P represents their attendance or result percentages.

To see the significance for the difference between the two percentages (for comparison of groups) Z-test was used. Before using Z-test the investigator computed the standard error of the difference between the two proportions.

$$sDp = \sqrt{\frac{P_1q_1}{N_1} + \frac{P_2q_2}{N_2}}$$

Where q = 1-P

N_1 = No. of students in Ist group.

P_1 = Percentage of participation or success rate in Ist group.

N_2 = no. of students in 2nd group.

P_2 = Percentage of participation or success rate in 2nd group.

It may be recalled that P can never be larger than one. Therefore, in case of percentages the place of decimal has been changed before two digits for finding the Z-Value. For e.g. 77.25 is represented as 0.7725.

Then the test of significance, was applied

$$Z = \frac{P_1 - P_2}{sDp}$$

Due to large population of children belonging to general category their sample was more than the SCs and STs so the caste wise comparison has been shown by difference of percentages only as the Z-test was not applicable due to more difference in sample between the groups. To see the significance of the difference between the two percentages Z-Test was applied to all other variables.

Chapter - IV

Analysis and Interpretation of Data

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

The previous three chapters are devoted to the discussion of the theoretical context of the problem under study, the review of relevant research literature on problems, enrolment, participation and wastage/stagnation, the definition of present research problem and the design of the study, including techniques of data collection and analysis. In view of the nature of the study the analysis of data was carried out by using simple and relevant statistical techniques such as frequencies, percentages and Z-test. The nature of the variables involved and the objectives of the study demanded it. It is rightly said that the dependability and generalize-ability of the findings of a research study to a large extent, are determined by the techniques used for analysis and interpretation of data. If data are not analyzed by using appropriate statistical techniques, the study is likely to lead to misleading findings. The investigator came across many studies, which provided contradictory findings because of defective design and inappropriate statistical techniques used in the data analysis. Thereafter from the very beginning the investigator has been very particular to see that relevant and

precise statistical techniques are used to analyze and interpret data. In the beginning the investigator filled the questionnaire himself with the help of teachers and principals of concerned elementary schools. The participation and success rate of students were presented in tabular form. The average percentage of participation and success rate of different variables was computed. Thereafter, the Z-test was applied for comparison of groups.

One of the important uses of statistical methods is to reduce a large body of quantitative information into a fewer meaningful and interpretable indices commonly know as statistical averages. The original data collected by the investigator were in the form of numbers, which were so large and scattered that no conclusions regarding their nature could be drawn. So, as a first step, it was considered worthwhile to summarize data in terms of fewer statistics that were easily understandable and interpretable. Mc Nemar (1962) has rightly mentioned that the reduction of a batch of data to a few descriptive measures is a part of statistical analysis, which should lead to overall better comprehension of data. In the present study percentage was the main descriptive measure used to summarize the raw data. After data collection the participation rate (average attendance) and success rate (result percentage or pass percentage) were analyzed by applying two

statistical techniques-percentage and Z-test. The analysis has been presented in the tables and the graph has also been given to represent data.

The class wise sample of students per school which is given in table No. 3.1 of chapter III, their participation and success rate is given in table no. 4.1 and 4.2 accordingly. The class wise overall participation and success rate of all schools is given in the last row of table no. 4.1 and 4.2 which is represented in chart no. 4.1 and 4.2 also.

Table 4.1

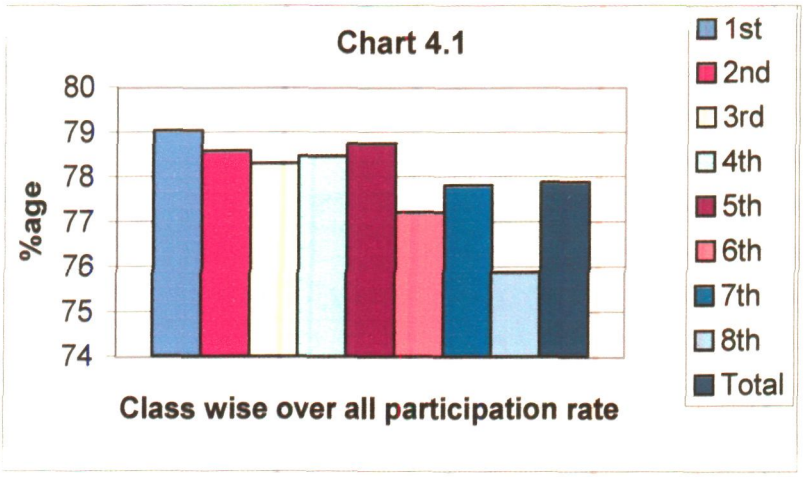
SHOWS THE CLASS WISE %AGE OF PARTICIPATION RATE OF STUDENTS PER SCHOOL

School no.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total %age
1	89.09	88.48	84.52	87.21	85.85	85.03	88.09	80.71	85.15
2	72.79	65.14	72.56	74.46	72.09	73.16	74.85	75.06	73.70
3	78.80	82.86	78.52	81.71	82.06	82.37	82.72	85.88	82.10
4	70.58	68.37	63.30	65.27	67.98	67.56	68.94	70.32	67.82
5	58.67	75.13	73.92	72.95	74.49	76.70	76.59	75.01	71.19
6	67.09	67.53	67.61	59.49	70.55	61.94	69.58	69.19	67.88
7	87.81	83.56	76.67	80.49	79.78	83.05	80.75	78.54	81.15
8	81.92	86.58	88.69	88.221	83.11	83.30	86.06	83.95	84.72
9	90.09	92.28	93.08	93.73	93.69	88.60	94.61	92.75	92.36
10	91.701	90.14	90.83	91.13	93.98	92.09	90.65	86.67	91.33
11	81.71	82.49	77.80	77.88	80.05	74.10	77.41	79.51	84.12
12	85.25	83.83	86.32	84.09	85.39	85.50	86.52	83.77	85.18
13	87.49	82.71	82.52	94.22	89.7	89.45	86.51	84.37	87.07
14	89.41	90.35	89.80	90.10	91.31	89.98	90.33	90.39	90.16
15	95.56	92.25	92.00	87.54	86.45	86.42	87.73	87.95	89.45
16	89.99	89.4	90.54	89.36	91.66	87.41	89.22	87.17	89.29
17	79.90	78.67	80.95	75.31	80.19	78.42	78.81	79.41	78.93
18	83.52	82.93	85.00	81.98	82.85	80.08	83.32	76.42	81.55

19	86.00	80.24	79.78	87.55	85.40	83.81	83.24	82.51	84.37
20	95.32	95.14	95.63	95.51	94.35	95.51	94.41	95.37	95.10
21	92.67	93.96	94.30	94.51	94.57	93.58	93.69	93.51	93.76
22	75.38	74.64	76.49	74.75	74.72	74.93	74.64	75.48	75.17
23	96.07	94.49	93.19	95.79	94.24	92.36	91.85	91.68	93.80
24	89.32	91.51	89.82	88.66	86.77	89.99	85.24	81.49	87.99
25	87.95	88.748	88.98	88.36	86.47	86.92	87.31	88.05	87.82
26	76.46	62.6	77.94	74.14	70.58	72.05	74.05	74.19	74.19
27	85.52	82.81	78.76	74.08	78.75	74.29	79.00	80.49	79.76
28	90.08	77.05	79.04	65.71	79	76.06	84.28	72.35	78.56
29	88.06	87.85	87.89	86.83	89.05	87.7	90.48	88.02	87.87
30	81.27	76.52	72.08	84.80	73.39	74.53	83.02	81.24	77.22
31	69.03	69.13	66.92	71.40	69.39	66.05	69.41	67.18	68.48
32	75.01	76.05	78.47	77.38	74.29	80.54	76.37	74.78	77.09
33	79.24	74.37	73.78	76.11	74.99	74.87	76.82	74.32	76.04
34	75.17	72.70	72.75	66.94	75.55	73.22	80.00	74.17	75.06
35	84.55	86.51	88.58	84.43	88.84	83.1	89.06	81.44	85.31
36	83.07	82.23	86.06	84.06	84.61	82.00	84.89	85.71	84.41
37	79.83	75.65	74.89	78.10	74.33	76.96	78.30	80.03	77.38
38	69.06	78.52	77.60	80.25	76.70	85.38	88.31	85.33	80.13
39	88.27	88.05	91.36	88.81	90.12	90.58	92.33	90.61	89.95
40	73.72	86.01	82.59	81.27	75.44	77.71	76.21	75.84	77.06
41	88.82	83.89	49.90	78.23	86.81	85.46	90.95	87.19	81.71
42	79.89	83.12	78.7	77.06	68.80	79.68	78.04	77.49	76.89
43	66.1	70.33	68.80	57.2	57.2	70.33	72.59	57.2	65.51
44	81.41	78.94	79.78	79.33	77.48	81.38	81.19	82.89	80.11
45	88.64	88.61	93.16	92.47	92.1	89.17	86.91	91.29	90.57
46	73.60	69.99	70.31	78.56	70.74	64.28	72.44	73.10	73.06
47	80.64	81.63	80.33	79.93	81.41	82.41	80.41	80.79	80.86
48	84.34	74.89	73.34	85.79	77.48	84.94	78.63	86.10	81.26
49	92.31	93.26	93.06	93.45	93.80	93.53	93.50	93.97	93.38
50	92.85	90.16	90.57	90.84	92.61	91.05	92.85	90.58	91.68
51	89.83	80.78	84.46	84.37	89.63	87.74	93.10	87.2	88.84
52	81.08	77.64	83.10	84.28	84.52	82.76	84.06	81.03	82.88
53	93.26	83.71	88.17	88.38	83.14	83.68	91.37	87.07	87.82
54	86.71	87.51	90.15	84.94	89.94	86.97	89.05	88.47	87.95
55	62.8	60.58	64.53	64.05	64.64	65.79	64.86	67.14	64.85
56	51.61	56.61	52.93	52.93	52.79	51.99	52.11	45.70	51.51
57	56.37	56.54	57.13	55.79	55.47	54.62	57.08	59.40	56.61

58	69.68	70.51	65.93	66.54	63.44	68.27	60.91	71.58	67.76
59	58.98	46.55	58.84	56.37	59.25	56.61	62.34	59.02	57.12
60	59.19	58.00	56.79	58.08	58.08	58.26	58.32	58.08	57.97
61	55.62	57.33	56.24	55.62	56.24	55.62	52.34	55.28	55.65
62	56.56	60.76	58.30	56.06	60.99	61.43	57.04	56.61	58.67
63	55.67	56.70	58.20	58.20	60.64	55.03	60.14	49.55	56.26
64	53.56	53.56	56.12	55.09	58.52	57.61	56.45	58.51	56.71
65	47.37	48.61	51.36	47.8	50.69	50.78	54.21	51.54	50.67
66	52.04	51.04	50.53	51.98	50.78	50.62	52.35	51.95	51.46
67	51.37	52.42	52.93	51.27	50.38	51.69	50.80	51.95	51.38
68	56.86	53.09	54.92	62.25	55.15	55.48	61.96	54.22	56.72
69	54.28	58.56	61.9	58.56	48.84	61.9	47.48	46.74	50.99
70	49.67	48.56	47.03	47.98	42.18	48.56	46.13	46.04	47.08
71	59.99	59.99	61.07	59.28	79.18	59.42	79.51	59.99	69.06
72	63.13	63.43	65.00	61.72	61.91	65.05	62.23	69.25	63.85
73	62.69	64.15	63.57	64.25	65.58	58.79	64.35	63.14	63.34
74	58.38	58.11	59.60	58.26	59.86	53.79	54.76	60.33	57.36
75	59.21	58.99	57.89	57.89	57.89	58.73	71.15	58.64	60.86
76	53.52	53.79	53.79	55.48	50.07	50.46	51.56	51.43	52.04
77	59.70	58.85	49.28	53.57	51.42	51.01	51.75	50.35	52.22
78	54.24	53.41	51.08	52.16	53.13	52.16	51.62	51.75	52.49
79	78.62	78.89	62.49	75.41	73.60	72.44	74.38	74.51	74.20
80	50.73	57.77	50.88	50	56.49	52.64	55.54	54.32	54.38
81	60.27	51.36	52.38	55.80	60.25	59.93	63.74	62.75	59.98
82	49.38	50.76	49.06	53.67	58.54	51.81	54.11	52.61	53.00
83	66.34	60.57	66.82	65.30	63.80	64.48	59.70	64.90	64.06
84	83.27	71.66	74.32	85.28	73.03	70.19	69.95	71.42	76.26
85	87.49	83.72	83.75	78.45	82.15	79.11	77.84	79.38	81.85
86	71.69	74.21	76.92	59.99	73.77	59.99	75.86	59.99	72.51
87	69.28	59.99	57.85	59.99	59.99	63.21	64.28	65.35	63.36
88	68.10	59.25	59.25	66.45	59.25	59.48	72.42	70.67	66.10
89	53.98	55.62	55.62	55.07	55.07	60.06	57.18	55.46	56.00
90	75.69	74.18	74.65	61.28	73.27	61.28	74.51	61.28	71.12
91	67.98	62.58	65.07	64.57	65.36	67.72	69.969	70.44	67.20
92	57.28	72.36	71.86	72.37	56.07	57.28	69.11	57.28	65.41
93	53.67	54.09	54.79	59.26	58.59	54.65	58.75	57.81	56.47
94	58.55	59.86	57.23	55.7	58.15	59.20	60.52	59.44	58.69
95	55.92	58.19	58.66	57.36	60.87	58.62	56.18	58.75	58.18
96	65.71	61.02	63.56	72.42	62.67	72.13	67.35	68.66	66.85

97	70.15	61.10	61.10	69.69	71.41	68.97	61.10	72.68	68.07
98	84.49	79.31	80.7	78.41	57.28	57.28	79.66	78.56	77.95
Total	**79.03**	**78.58**	**78.30**	**78.47**	**78.74**	**77.21**	**77.81**	**75.89**	**77.89**



* Sex wise participation rate of children is given in appendices.

The data presented in the Table No.4. I shows the participation rate of each school class wise. It is found that the school no. 20 has the highest participation rate of 95.1 percent which is private and is located in an urban area. On the other hand the lowest participation rate of 47.08 percent is found in school no. 70 which is a government school and is located in a rural area. The gap of participation rate between the two schools is 48.02 percent which is wide. So most of the schools having highest participation rate are private and are located in urban areas and the schools having lowest participation rate are government and are located in rural areas.

In the same table the highest participation rate of 79.03 percent is found in class Ist and the lowest of 75.89 percent in class 8th. It indicates that the participation rate decreased 3.14 percent from class I to class 8th which is shown in Chart No.1.The average participation rate of all the three regions of the state is found to be 77.89 percent which is satisfactory.

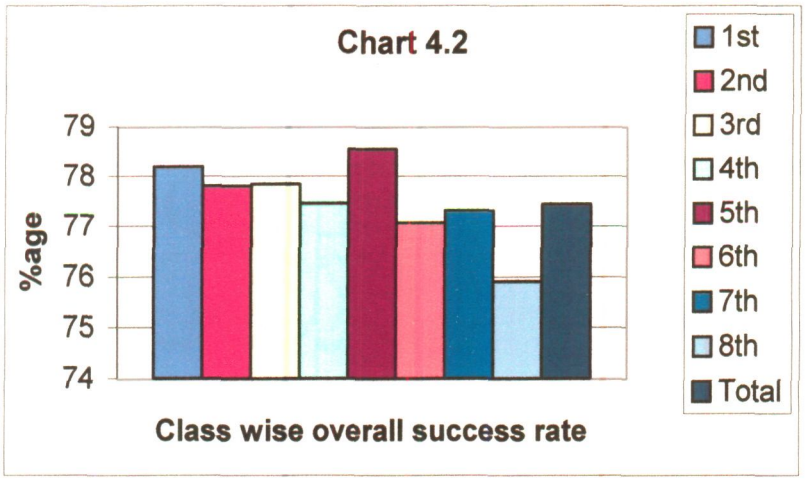
Table No. 4.2

%AGE OF CLASS WISE SUCCESS RATE OF ELEMENTARY SCHOOL CHILDREN PER SCHOOL

School no.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total %age
1	92.30	87.80	86.20	86.21	84.99	85.24	85.89	82.196	85.35
2	71.87	70.58	72.41	75.67	76.18	75.50	77.49	74.28	74.57
3	74.99	80.64	81.81	79.16	84	83.33	83.33	85.71	82.15
4	72.72	72.72	70	60	72.22	66.66	66.66	71.99	69.14
5	62.25	74.99	77.27	74.40	63.41	69.69	66.66	76.78	69.93
6	66.66	75	66.66	71.42	57.14	69.99	70	68.96	68.99
7	90	77.77	81.24	81.81	81.81	80	79.99	80	81.14
8	75	85.71	85	86.95	86.95	85.35	87.17	76.92	84.03
9	86.66	100	86.95	93.75	90.90	91.99	89.99	88.88	90.66
10	90.34	86.91	89.28	90.90	89.68	85.93	84.99	86.04	88.53
11	83.33	85	81.24	73.32	76.18	83.33	80.94	76.18	80.35
12	84.23	84.84	89.12	86.53	85.36	86.04	89.18	86	86.56
13	89.99	85	88.88	82.35	92.15	92.85	91.66	81.25	87.48
14	90.38	87.5	88.09	90.47	90.47	93.43	90.90	92.85	90.76
15	90.90	74.19	88.23	89.18	87.87	82.92	88.88	86.53	86.19
16	85.71	88.88	82.35	85.71	90.90	88.23	86.20	86.66	86.66
17	80.94	80.69	80.95	81.24	79.53	78.57	76.91	81.66	79.72
18	78.12	76.66	77.13	75.99	80.381	80.55	80.95	75.46	78.28
19	85.18	83.32	82.35	79.78	89.73	84.47	84.08	81.24	84.08
20	94.99	96.07	95.82	93.87	93.93	96.62	94.03	93.66	94.86
21	89.15	89.60	91.04	89.99	90.9	92.13	90.67	90.69	90.54
22	76.46	73.32	77.77	74.99	76.92	76.46	78.57	74.99	76.22
23	96.87	95.45	90	89.46	96.87	96.29	89.99	93.33	93.22
24	92.85	91.99	89.99	89.99	88.56	88.88	88.88	81.81	89.24

25	88.88	88.88	88.88	83.33	83.33	85	90	95	88.00
26	87.5	85.71429	70	70	74.995	66.66	81.81	81.81	76.92
27	87.49	85.03	84.99	70.58	74.99	77.77	79.99	81.47	80.81
28	87.49	79.60	70	73.33	69.23	75	75	75	75.58
29	88.88	86.48	89.18	87.17	86.84	89.99	88.88	86.66	87.95
30	77.77	78.88	75	78.56	79.99	76.35	77.77	79.16	77.67
31	68.74	68.74	66.66	74.99	79.99	75	66.66	70	70.39
32	78.26	77.77	76.92	77.77	84.20	74.99	76.92	79.99	78.51
33	75	74.99	74.99	68.75	74.99	75	76.18	73.32	74.22
34	71.42	74.99	72.40	78.56	74.99	76.74	80.69	78.07	76.78
35	82.14	85.71	84.20	85.71	74.99	81.81	77.77	83.32	81.67
36	83.33	83.32	76.92	88.88	83.32	82.60	86.36	87.99	84.39
37	83.33	71.42	81.24	77.77	63.63	71.42	82.14	83.33	77.77
38	74.99	85.71	80.94	78.78	78.37	79.99	89.182	90.69	82.87
39	86.66	91.99	86.36	91.66	86.95	86.36	91.99	89.99	89.05
40	75	83.33	77.77	84.20	80	81.81	86.10	76.56	58.39
41	91.16	83.32	86.20	81.39	81.24	86.65	93.99	85.71	86.23
42	83.33	83.33	83.33	82.85	89.99	77.99	78.71	84.37	82.64
43	59.99	66.66	50	80	50	50	66.66	50	60.52
44	74.99	66.66	85.71	81.81	79.99	66.66	66.66	100	77.48
45	81.25	79.99	88.88	90.47	90.47	92.85	88.88	88.88	88.12
46	73.68	68.41	50	66.66	77.5	73.68	71.42	72.5	72.29
47	80.94	75	83.33	83.33	78.94	77.77	84.20	82.14	81.05
48	69.99	66.66	74.99	75	91.66	76.92	86.66	100	80.72
49	89.64	90.53	90.62	87.12	90.62	90.13	89.83	89.99	89.86
50	95.65	87.99	86.67	94.99	90.9	93.32	92.30	86.35	91.05
51	81.07	79.99	87.61	81.24	76.91	85.99	91.83	83.11	85.01
52	78.57	100	79.99	81.47	86.35	83.86	83.32	80.43	82.49
53	89.99	81.81	78.36	84.99	89.35	81.99	80	87.5	84.29
54	84.84	86.48	88.88	89.12	88.23	89.99	88.23	90.69	88.37
55	50	62.49	69.99	58.82	69.99	67.85	63.99	66.66	64.78
56	59.99	59.99	57.14	57.14	50	50	56.25	47.05	54.25
57	61.11	55.55	60	58.33	61.11	55.33	65	59.58	59.61
58	66.66	60	59.99	59.99	60	79.99	66.66	55.55	62.37
59	57.14	57.14	57.14	66.66	66.66	58.33	50	62.5	60.00
60	62.5	55.55	62.5	62.5	50	62.5	55.55	50	57.57
61	59.99	59.99	59.99	58.33	59.99	50	62.5	46.15	56.06
62	58.33	57.14	50	50	50	49.99	50	39.99	51.16
63	50	55.55	62.5	59.99	50	63.63	60	59.99	57.82

64	50	66.66	69.99	63.63	57.14	68.74	64.28	66.66	64.44
65	49.99	57.14	53.84	54.54	53.84	51.99	53.33	48.14	52.13
66	57.14	54.54	49.99	45.45	61.53	52.17	51.29	49.99	51.98
67	49.99	53.84	53.12	51.99	49.99	51.02	52.5	51.51	51.90
68	62.49	59.99	59.99	50	59.99	50	50	50	55.55
69	60	59.99	58.33	58.33	59.99	48.38	50.70	50	52.47
70	54.54	53.84	55	49.99	54.54	47.05	52.93	55.26	53.17
71	59.99	59.99	59.99	50	0	64.28	55.55	59.99	57.13
72	66.03	70.36	73.90	67.85	72.22	74.99	72.72	73.33	70.89
73	65.84	67.64	60	62.49	63.33	67.74	65.37	65.62	65.12
74	50	50	66.66	49.99	57.14	0	56.25	57.14	53.84
75	50	58.33	57.14	59.99	59.99	59.99	66.66	57.14	58.90
76	50	59.99	50	59.99	59.99	44.43	55.55	52.37	53.42
77	59.99	59.99	57.14	50	66.66	58.33	55	54.99	56.79
78	52.37	57.14	61.53	49.99	50	55.55	56.24	52.38	54.23
79	71.42	74.99	66.66	62.49	66.66	78.54	70.95	73.33	72.13
80	50	57.14	39.99	59.99	50	58.54	55.55	52.63	53.88
81	71.42	50	55.55	53.33	54.54	58.33	63.63	62.49	59.17
82	45.45	59.99	66.66	53.33	42.85	55.55	57.14	52.93	54.16
83	66.66	59.99	62.49	66.66	72.72	63.63	64.99	63.15	65.04
84	78.94	73.68	79.99	69.22	77.77	66.66	71.42	71.42	74.73
85	75	71.42	71.42	77.77	66.66	70	60	79.99	72.58
86	70	64.28	59.99	66.66	59.99	66.66	71.99	59.99	67.00
87	49.99	59.99	50	50	0	59.99	66.66	49.99	51.61
88	66.66	59.99	50	59.99	55.55	59.99	66.66	58.33	59.67
89	55.55	59.99	66.66	59.99	50	50	60	59.99	57.81
90	78.57	71.42	59.99	71.42	59.99	57.14	40	59.99	65.45
91	71.42	39.99	57.13	71.42	62.5	69.99	64.28	62.49	63.62
92	59.99	66.66	59.99	60	70	58.33	55.55	59.99	62.15
93	50	50	50	66.66	49.99	57.14	49.99	55.55	54.09
94	50	66.66	66.66	49.99	66.66	39.99	49.99	63.63	57.69
95	58.33	61.53	56.25	58.82	55	61.53	58.33	60.86	58.93
96	66.66	57.14	66.66	50	70	68.74	69.22	66.66	65.82
97	66.66	59.99	50	59.99	50	50	59.99	49.99	56.81
98	78.57	79.99	59.99	76.91	73.33	59.99	81.25	76.46	76.12
Total	**78.20**	**77.81**	**77.85**	**77.46**	**78.55**	**77.07**	**77.31**	**75.91**	**77.44**



* Sex wise success rate of children is given in appendices.

The data presented in the Table No.4.2 shows the success rate of each school class wise. It is found that the school no. 20 has shown the highest success rate of 94.86 percent which is private and is located in urban area. On the other hand the lowest success rate of 51.16% is found in school no.62 which is government and is located in a rural area. The gap of success rate between the two schools is 43.7 percent which is wide. It means that the private schools located in urban areas have the highest success rate as compared to government schools located in rural areas.

In the same table the highest success rate of 78.2 percent is found in class I and the lowest of 75.91 percent in class 8^{th}. It means success rate decreased 2.29 percent from class 1^{st}-8^{th}, which is shown in Chart no 4.2. The average success rate of all the

three regions of the state is found to be 77.44 percent and as already stated the average participation rate of the State is 77.89 percent as shown in table no.1. Hence it can be concluded from the above tables that the success rate goes proportional to participation rate.

Item. no.1

REGIONAL DISPARITIES

Table- 4.3

Shows the region wise overall %age of participation and success rate of children.

Region	No.of Students	Participation Rate	Success Rate
Kashmir	5771	83.11	81.39
Jammu	5875	80.58	80.17
Ladakh	5634	70.33	70.63

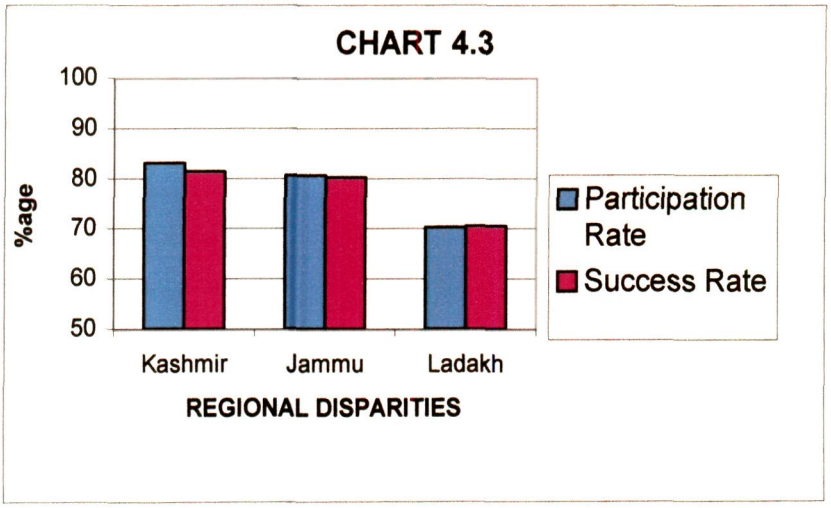
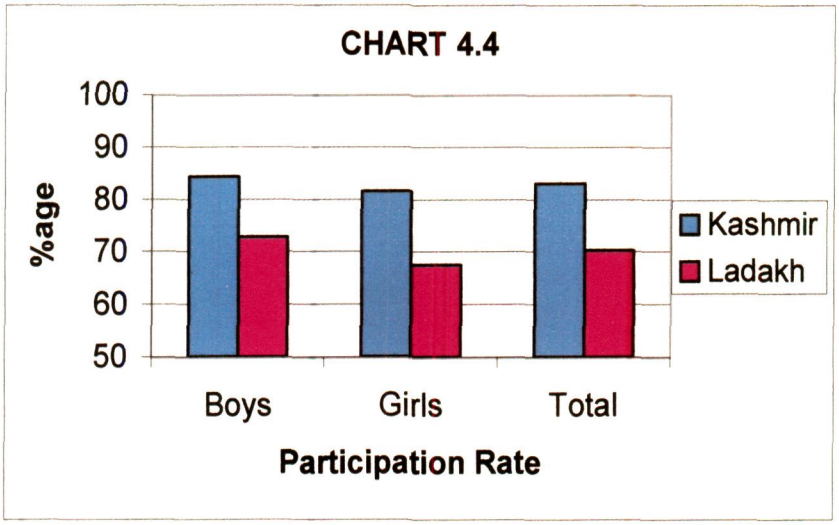


Table-4.4

Shows the Comparison of Participation Rate in Kashmir and Ladakh Region.

S. no	Sex	Kashmir		Ladakh		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3123	84.38	3010	72.77	11.61	11.17
2	Girls	2648	81.62	2624	67.55	14.07	11.88
3	Total	5771	83.11	5634	70.34	12.77	16.3



In the above and other tables N1, P1, N2 and P2 are represented as:

N1=No. of students in 1st group.

P1= percentage in 1st group.

N2=No. of students in 2nd group.

P2=Percentage in 2nd group.

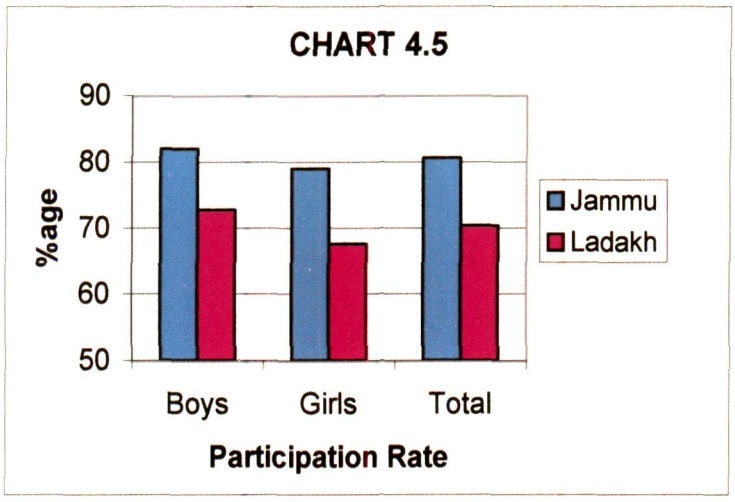
As it can be seen in the table No.4.4, the participation rate of boys in Kashmir region is 84.38 percent as against 72.77 percent in

Ladakh region. The gap between the two percentages is 11.61 and the Z-value 11.17 is found to be significant beyond 0.01 level of confidence. Similarly the participation rate of girls in Kashmir region is 81.62 percent as against 67.55 percent in Ladakh region. The gap between the two percentages is 14.07 and the Z-value 11.88 is found to be significant beyond 0.01 level. The overall participation rate of children in Kashmir region is 83.11 percent as against 70.34 percent in ladakh region. The difference between the two percentages is 12.77 and the Z-value 16.3 is significant beyond 0.01 level. So the null hypothesis is rejected. It indicates clearly that the participation rate of children in Kashmir region is significantly more than the Ladakh region. The cause of low participation rate in Ladakh is that the children in this region remain busy in helping their parents in farming and their home business. Due to lack of sufficient text books and stationary the students remain away from attending the classes. Ladakh is a more hilly area than Kashmir and Jammu region. During winter heavy snowfall, landslides and roadblocks disconnect this region from Kashmir. The heavy snowfall, cold and lack of transport are the causes of low participation. Due to lack of proper conveyance, the students get late in reaching the school. This leads to de-

motivation of the students towards their study which results in them remaining away from attending classes.

TABLE 4.5
Comparison of Participation rate of Children in Jammu and Ladakh Region

S. no	Sex	Jammu		Ladakh		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3134	81.98	3010	72.77	9.21	8.67
2	Girls	2741	78.99	2624	67.55	11.44	9.53
3	Total	5875	80.58	5634	70.34	10.25	12.85



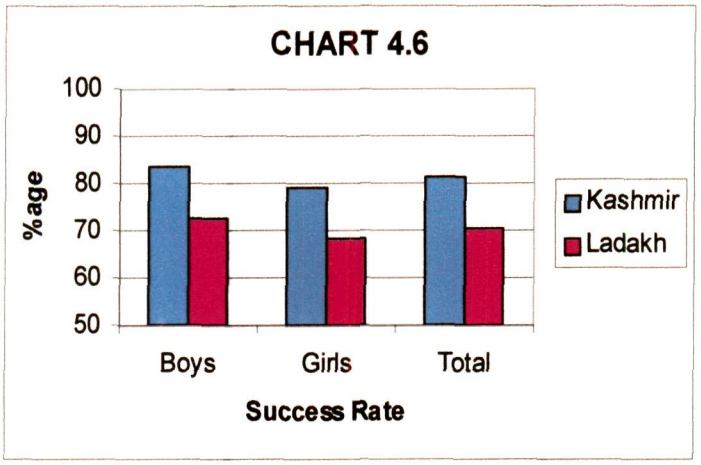
The data presented in the Table No 4.5 shows that the participation rate of boys in Jammu region is 81.98 percent as against 72.77 percent in Ladakh region. The difference between the

two percentages is 9.21 and the Z-value 8.67 is found to be significant beyond 0.01 level. Similarly the participation rate of girls in Jammu region is 78.99 percent as against 67.55 percent in Ladakh region. The difference between the two percentages is 11.44 and the Z-value 9.53 is significant beyond 0.01 level of confidence. The total participation rate of children in Jammu region is 80.58 percent as against 70.33 percent in Ladakh region. The difference between the two percentages is 10.25 and the Z-value 12.85 is found to be significant beyond 0.01 level. Hence, the null hypothesis is rejected. The in-depth investigation revealed that the participation rate of children in Jammu region is significantly more than the Ladakh region.

TABLE 4.6
Comparison of Success rate of children in Kashmir and Ladakh Region

S. no	Sex	Kashmir		Ladakh		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3123	83.36	3010	72.62	10.74	10.22
2	Girls	2648	79.06	2624	68.36	10.7	8.89
3	Total	5771	81.39	5634	70.63	10.76	13.55

CHART 4.6

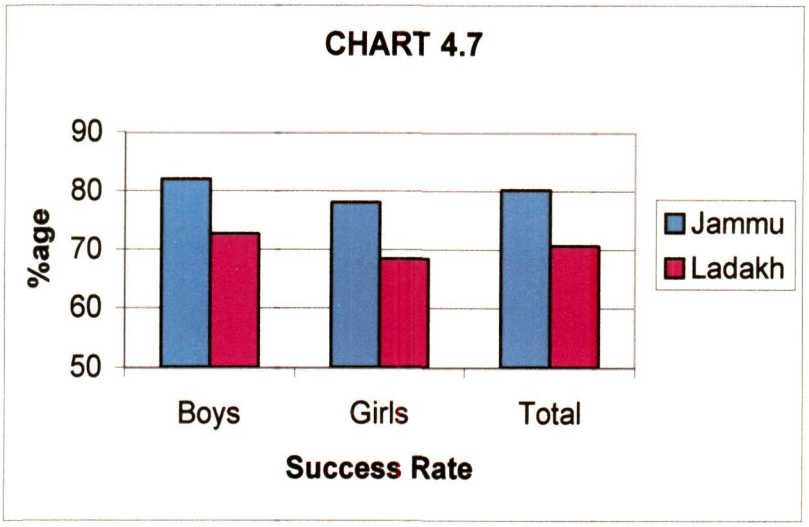


As depicted from the Table No. 4.6, the success rate of boys in Kashmir region is 83.36 percent as against 72.62 percent in Ladakh region. The gap of the success rate between the two percentages is 10.74 and the Z-value 10.22 is found to be significant beyond 0.01 level of confidence. Similarly the success rate of girls in Kashmir region is 79.06 percent as against 68.36 percent in Ladakh region. The gap is 10.7 and the Z-value 8.89 is found to be significant beyond 0.01 level. The total success rate of children in Kashmir region is 81.39 percent as against 70.63

percent in Ladakh region. The gap of success rate between the two regions is 10.76 percent and the Z-value 13.55 is found to be significant beyond 0.10 level. Hence the null hypothesis is rejected. The detailed investigation leads to interpret that the success rate of children in Kashmir region is significantly more than the Ladakh region.

TABLE 4.7
Comparison of Success rate of children in Jammu and Ladakh Region

	Sex	Jammu		Ladakh		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3134	82.04	3010	72.62	9.42	8.86
2	Girls	2741	78.05	2624	68.36	10.14	8.05
3	Total	5875	80.17	5634	70.63	9.54	11.94



As it can be observed in the Table No 4.7, the success rate of boys in Jammu region is 82.04 percent as against 72.62 percent in Ladakh region. The gap between the two percentages is 9.42 and the Z-value 8.86 is found to be significant beyond 0.01 level of confidence. Similarly the success rate of girls in Jammu region is 78.05 percent as against 68.36 percent in Ladakh region. The gap between the two percentages is 10.14 and the Z-value 8.05 is found to be significant beyond 0.01 level. The total success rate of children in Jammu region is 80.17 percent as against 70.63 percent in Ladakh region. The difference between the two percentages is 9.54 and the Z-value 11.94 is found to be significant beyond0.01level. Hence the null hypothesis is rejected. The in depth investigation revealed that the success rate of children in Jammu region is significantly more than the Ladakh region.

It is found in the table no. 4.3 that the total participation rate of Kashmir region is 83.11 percent, in Jammu it is 80.58 percent and in Ladakh it is 70.33 percent. Similarly the total success rate in Kashmir is region is 81.39, in Jammu it is 80.17 and in Ladakh is 70.63 percent It indicates that the success rate goes proportional to participation rate, as higher the participation rate of Kashmir region results in higher success rate and lower the participation rate of Ladakh region results in lower success rate.

Item No.2

GENDER DISPARITIES

TABLE 4.8

Shows the gender wise overall %age of participation and success rate of children.

Sex	No. of Students	Participation rate	Success rate
Boys	9267	79.81	79.85
Girls	8013	76.11	75.21

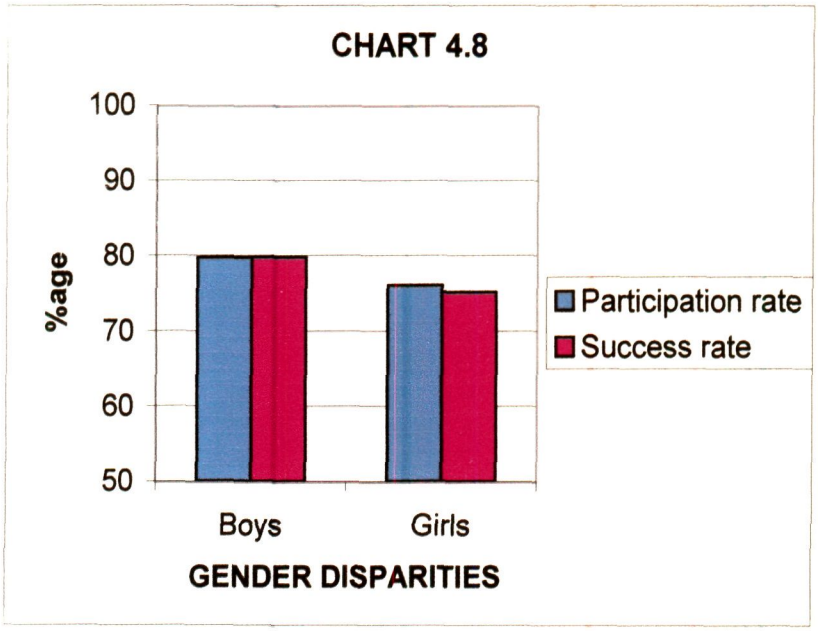
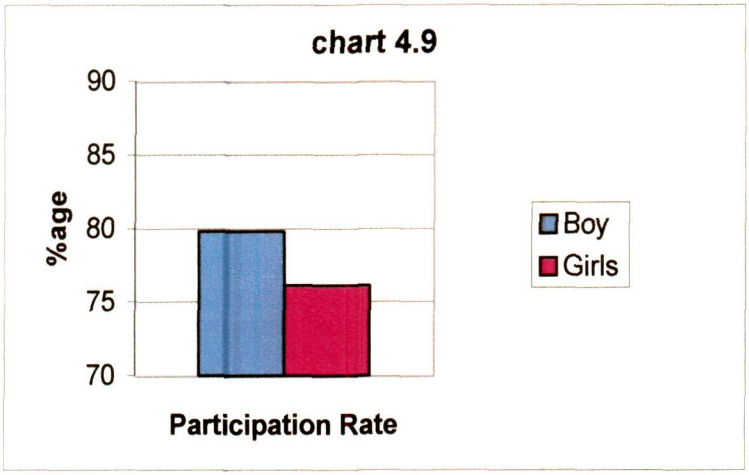


TABLE-4.9
Comparison of Participation rate in boys and girls

Boy		Girls		Difference	Z
N1	P1	N2	P2	(P1-P2)	
9267	79.81	8013	76.11	3.7	5.84



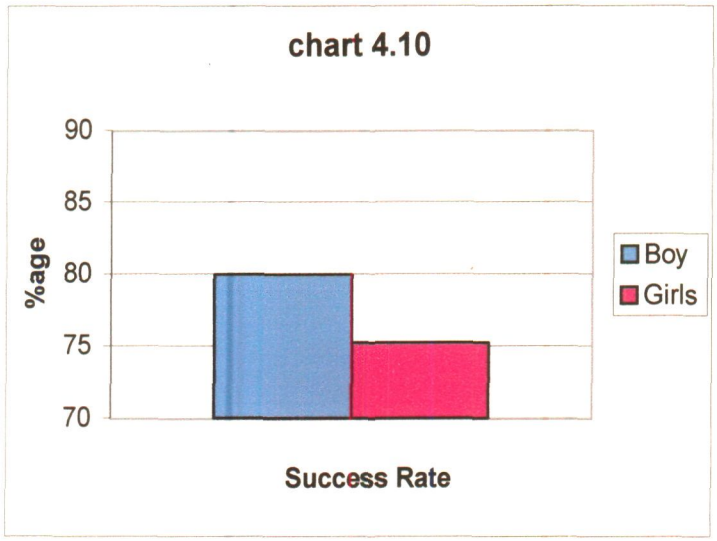
On comparison of boys with girls the above Table No.4.9 shows that the participation rate of boys is 79.81 percent as against 76.11 percent girls. The gap between the two percentages is 3.7 and the Z-value 5.84 is found to be significant beyond 0.01 level of confidence. The in-depth investigation revealed that the participation rate of boys is significantly more than the girls. The main cause is that the illiterate parents in rural and tribal areas especially in Ladakh region are very much reluctant in sending their daughters to school. They usually want to engage them in domestic activities. It is found that in Ladakh region most of the girls are

looking after their younger brothers and sisters. So these are the potential causes of girls' absenteeism in schools.

TABLE- 4.10

Comparison of Success rate in boys and girls

Boy		Girls		Difference	Z
N1	P1	N2	P2	(P1-P2)	
9267	79.95	8013	75.21	4.74	7.44



As indicated in the Table No. 4.10, the success rate of boys is 79.95 percent as against 75.21 percent girls. The difference between the two percentages is 4.74 and the Z-value 7.44 is significant beyond 0.01 level of confidence. Hence the null hypothesis is rejected. It indicates clearly that the success rate of boys is significantly more than the girls. It is found in the table

no.4.8 that the participation rate of boys is more than the girls. Their success rate is also more than the girls. It indicates that the success rate goes proportional to participation rate.

Item No.3

URBAN-RURAL DISPARITIES

Table -4.11
Shows the overall %age of participation and success rate of children in Urban, Rural and Semi-urban area

Area	No. of students	participation rate	Success rate
Urban	5835	85.33	84.16
Semi-urban	5659	82.03	80.99
Rural	5786	66.92	67.27

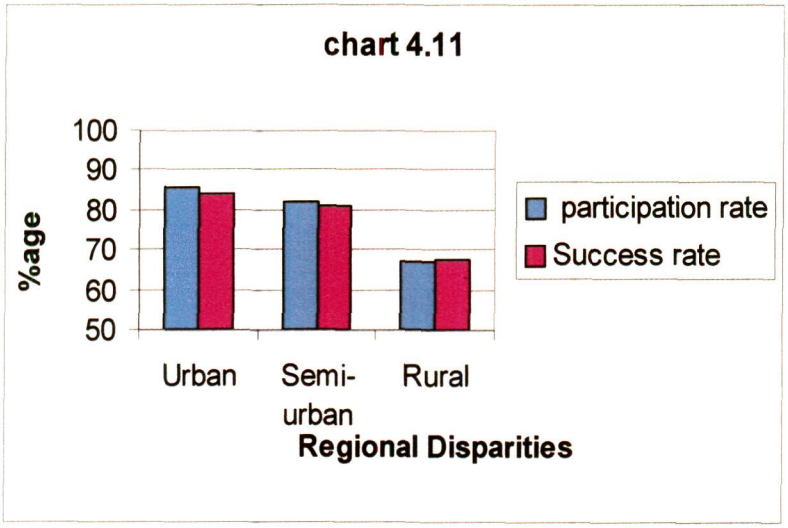
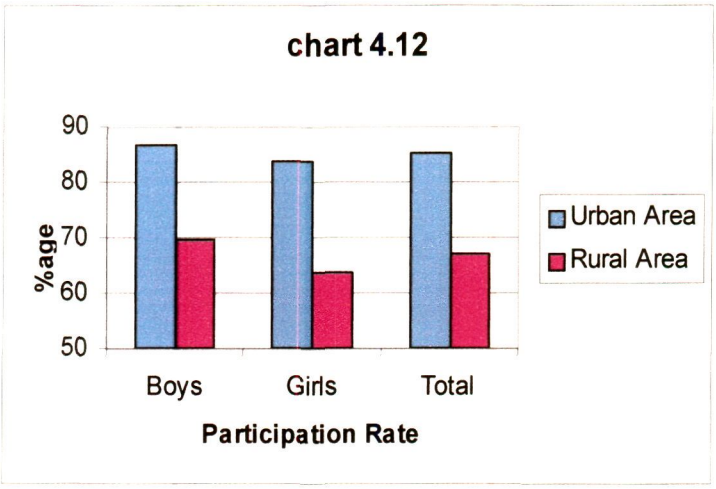


TABLE 4.12
Comparison of Participation Rate of Children in Urban and Rural Area

S. no	Sex	Urban Area		Rural Area		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3088	86.62	3124	69.53	17.09	16.65
2	Girls	2747	83.88	2662	63.86	20.02	17.17
3	Total	5835	85.33	5786	66.92	18.41	23.82



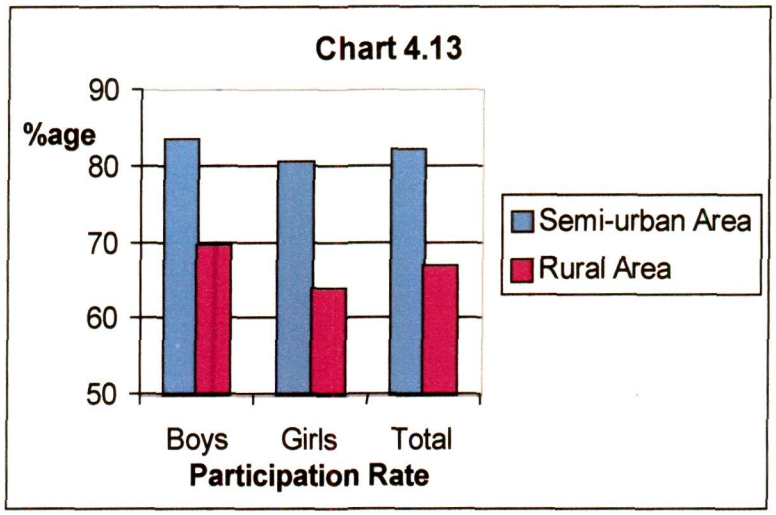
As it can be observed in Table No.4.12, the participation rate of boys in urban area is 86.62 percent as against 69.53 percent in rural area. The difference between the two percentages in 17.09 and the Z-value 16.65 is found to be significant beyond 0.01 level. Similarly, the participation rate of girls in urban area is 83.88 percent as against 63.86 percent in rural area. The gap between

the two percentages is 20.02 and the Z-value 17.17 is found to be significant beyond 0.01 level. The total participation rate of children in urban area is 85.33 percent as against 66.92 percent in rural area. The difference between the two percentages is 18.41 and the Z-value 23.82 is found to be significant beyond 0.01 level. Hence the null hypothesis is rejected. The in-depth investigation revealed that the children in urban area have significantly more participation rate than the rural area.

It can be concluded that illiteracy and ignorance of the parents in rural areas are the root cause of disparity in participation. Since, the parents are not educated, they do not understand the importance of education and so they engage their children in domestic work and farming. This results in lack of motivation of the students towards education and so they mostly remain absent from school.

TABLE 4.13
Comparison of Participation Rate of Children in Semi- urban and Rural Area

S. no	Sex	Semi-urban Area		Rural Area		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3055	83.4	3124	69.53	13.87	13.04
2	Girls	2604	80.44	2662	63.86	16.58	13.67
3	Total	5659	82.03	5786	66.92	15.11	18.84

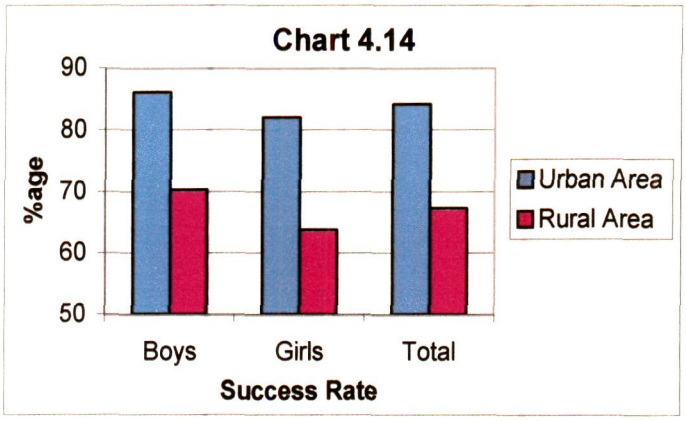


As depicted in the Table No.4.13, 83.4 percent semi-urban boys have attended schools as against 69.53 percent rural ones. The difference between the two percentages is 13.87 and Z-value 13.04 is found to be significant beyond 0.01 level. Similarly 80.44 percent semi-urban girls have attended schools as against 63.86 percent rural ones. The gap between the two percentages is 16.86 and Z-value 13.67 is found to be significant beyond 0.01 levels.

The total participation rate of children in semi-urban area is 82.03 percent as against 66.92 percent rural ones. The difference between the two percentages is 15.11 and Z-value 18.84 is found to be significant beyond 0.01 level of confidence. So the null hypothesis is rejected. It is clear from the above table that the participation rate of semi-urban children is significantly more than the rural children.

Table 4.14
Comparison of Success rate of children in Urban and Rural Area

S. no	Sex	Urban Area		Rural Area		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3088	86.09	3124	70.23	15.86	15.43
2	Girls	2747	81.99	2662	63.81	18.18	15.34
3	Total	5835	84.16	5786	67.27	16.89	21.64

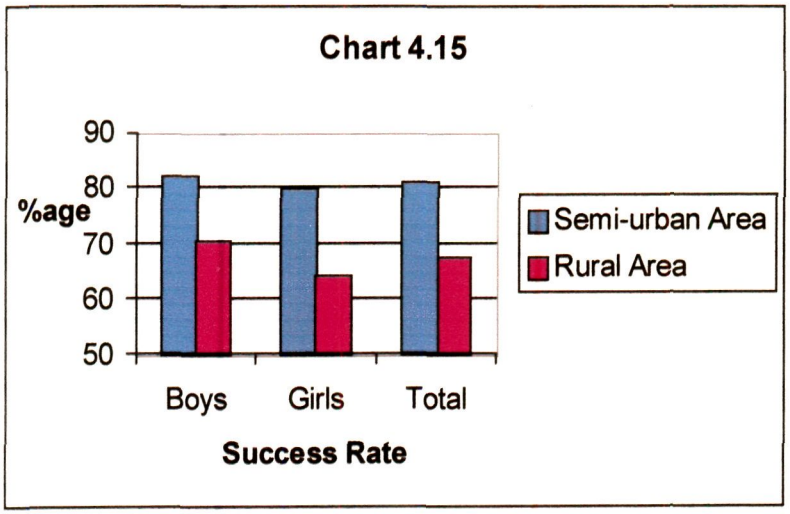


The data presented in the Table No. 4.14 shows that 86.09 percent boys in urban area have passed in schools as against 70.23

percent in rural area. The difference between the two percentages is 15.86 and the Z-value 15.43 is found to be significant beyond 0.01 level of confidence. Similarly 81.99 percent girls in urban area have passed in schools as against 63.81 percent in rural area. The gap between two percentages 18.18 and the Z-value 15.34 is found to be significant beyond 0.01 level .The total pass percentage of children in urban area is 84.16 as against 67.27 percent in rural area. The gap of success rate between the two areas is 16.89 and the Z-value 21.64 is found to be significant beyond 0.01 level. So the null hypothesis is rejected. The investigation indicates clearly that the success rate of children in urban area is significantly more than the rural area.

TABLE 4.15
Comparison of Success Rate of Children in Semi-Urban and Rural Area

S. no	Sex	Semi-urban Area		Rural Area		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	3055	82.08	3124	70.23	11.85	11.05
2	Girls	2604	79.72	2662	63.81	15.91	13.04
3	Total	5659	80.99	5786	67.27	13.72	16.98



The Table No.4.15 depicts that the success rate of boys in semi-urban area is 82.08 percent as against 70.23 percent in rural area. The difference between the two percentages is 11.85 and the Z-value 11.05 is found to be significant beyond 0.01 level. Similarly the success rate of girls in semi-urban area is 79.72 percent as against 63.81 percent in rural area. The gap between the two percentages is 15.91 and the Z-value 13.04 is found to be significant beyond 0.01 level. The total success rate of children in semi-urban area is 80.99 percent as against 67.27 percent in rural area. The difference of success rate between the two areas is 13.72and the Z-value16.98 is found to be significant beyond 0.01 level of confidence. Hence the null hypothesis is rejected. The in-depth analysis revealed that the success rate of children in semi-urban area is significantly more than the rural area.

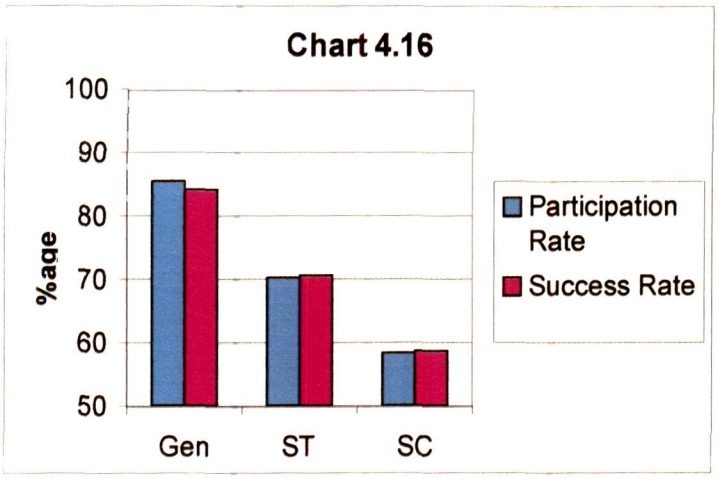
It is found in the above table no.4.11, the participation and success rate in urban area is 85.33 and 84.16 percent and in rural area it is 66.92 and 67.27 percent which indicates that the success rate goes proportional to participation rate.

Item No. 4

CASTE DISPARITIES

Table 4.16:
Shows the overall %age of participation and success rate of general, ST and SC children.

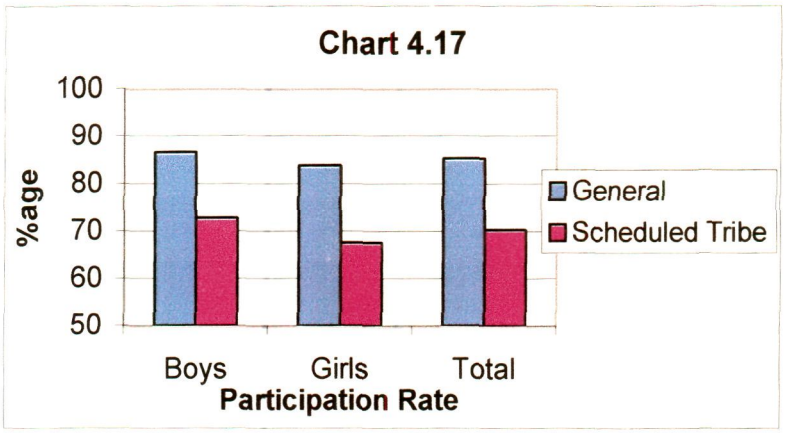
Category	No. of Students	Participation Rate	Success Rate
General	10126	85.36	84.07
Scheduled Tribe	5634	70.34	70.63
Scheduled Caste	1520	58.33	58.78



* The Z-value was not applicable in case of caste wise comparison because the scheduled caste population is only 1520, scheduled tribe 5634 and the general population of 10126 children is very large than both the SC and ST categories. So only the difference of percentages between the two categories has been raised for comparison from table 4.17-4.20.

TABLE 4.17
Comparison of Participation rate of children in General and Scheduled Tribe Category

S. no	Sex	General		Scheduled Tribe		Difference (P1-P2)
		N1	P1	N2	P2	
1	Boys	5440	86.63	3010	72.77	13.86
2	Girls	4686	83.9	2624	67.55	16.35
3	Total	10126	85.36	5634	70.34	15.02

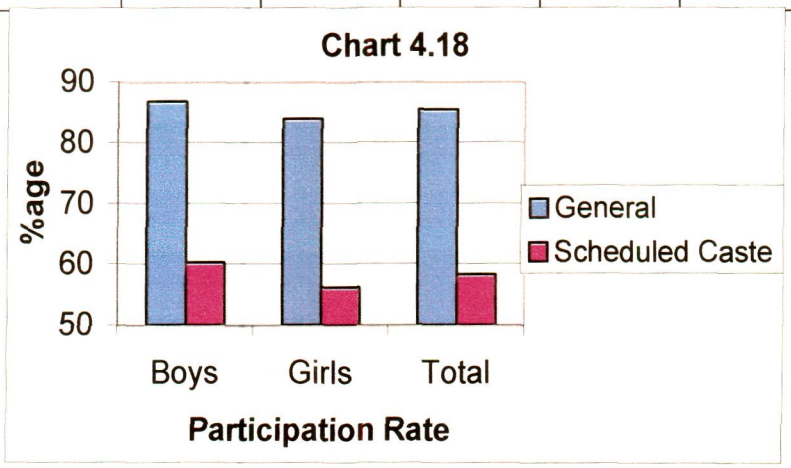


As it can be observed in Table No 4.17, 86.63 percent boys in general category have attended schools as against 72.77 percent in scheduled tribe category. The difference between the two percentages is 13.86. Similarly 83.9 percent girls in general category have attended schools as against 67.55 percent in scheduled tribe category. The gap between the two percentages is 16.35. The total attendance rate of children in general category is 85.36 percent as against 70.34 percent in scheduled tribe category. The gap between the two percentages is 15.02. The in-depth

investigation revealed clearly that the participation rate of children in general category is more than the scheduled tribe ones.

TABLE 4.18
Comparison of Participation rate of children in General and Scheduled Caste Category

S. no	Sex	General		Scheduled Caste		Difference (P1-P2)
		N1	P1	N2	P2	
1	Boys	5440	86.63	817	60.21	26.42
2	Girls	4686	83.9	703	56.15	27.75
3	Total	10126	85.36	1520	58.33	27.03



As it can be seen in the Table No 4.18, the participation rate of boys in general category is 86.63 percent as against 60.21 percent in scheduled caste category. The gap between the two percentages is 26.42. Similarly the participation rate of girls in general category is 83.9 percent as against 56.15 percent in scheduled caste category. The difference between the two

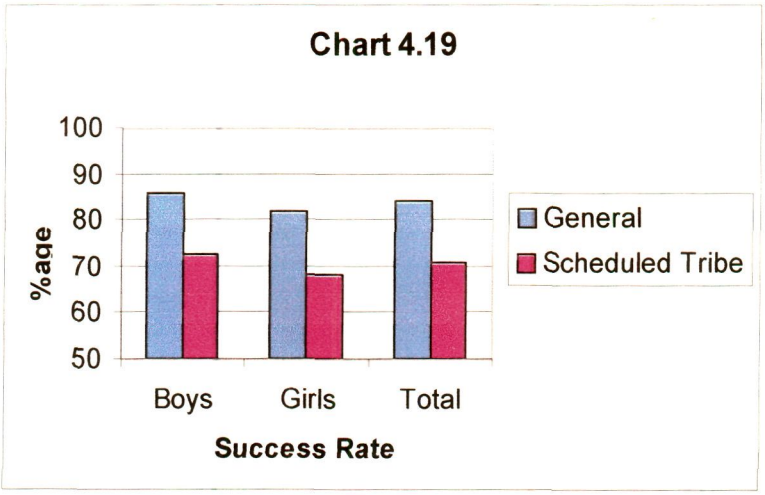
percentages is 27.75. The total participation rate of children in general category is 85.36 percent as against 58.33 percent in scheduled caste category. A gap of participation rate between the two categories is 27.03 percent. The in-depth investigation revealed that the participation rate of children in general category is more than the scheduled caste category.

The major problem faced by the SC and ST classes in sending their children to schools is poverty. On one hand the family has to spend on the education of the child who goes to school and on the other hand it has to suffer the losses because when the child goes to school he becomes economically non-productive. All these disparities arise because of unequal economic background of the social groups.

TABLE 4.19

Comparison of Success Rate of Children in General and Scheduled Tribe Category

S. no	Sex	General		Scheduled Tribe		Difference (P1-P2)
		N1	P1	N2	P2	
1	Boys	5440	85.83	3010	72.62	13.21
2	Girls	4686	82.04	2624	68.36	13.68
3	Total	10126	84.07	5634	70.63	13.44

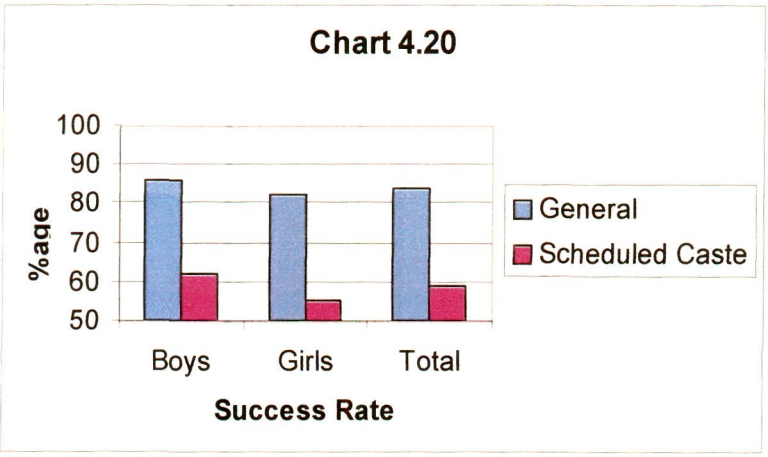


As indicated in the Table No 4.19, the success rate of boys in general category is 85.83 percent as against 72.62 percent in scheduled tribe category. The gap between the two percentages is found to be 13.21. Similarly the success rate of girls in general category is 82.04 percent as against 68.36 percent in scheduled tribe category. The difference between the two percentages is 13.68. The total success rate of children in general category is 84.07 percent as against 70.63 percent scheduled tribe ones. The

gap between the two percentages is found to be 13.44. The in-depth investigation revealed that the success rate of children in general category is more than the scheduled tribe children.

TABLE 4.20
Comparison of Success Rate of Children in General and Scheduled Caste Category

S. no	Sex	General		Scheduled Caste		Difference (P1-P2)
		N1	P1	N2	P2	
1	Boys	5440	85.83	817	61.81	24.02
2	Girls	4686	82.04	703	55.27	26.77
3	Total	10126	84.07	1520	58.78	25.29



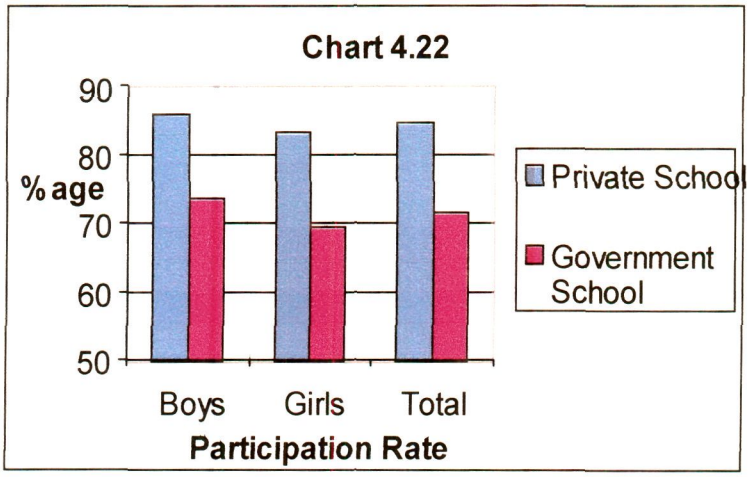
As it can be observed in Table No 4.20, the success rate of boys in general category is 85.83 percent as against 61.81 percent in scheduled caste category. The gap between the two percentages is 24.02. Similarly the success rate of girls in general category is

82.04 percent as against 55.27 percent in scheduled caste ones. The difference between the two percentages is found to be 26.77. The total success rate of children in general category is 84.07 percent as against 58.78 percent scheduled caste ones. The gap between the two percentages is found to be 25.29 percent. The in-depth investigation revealed that the success rate of children in general category is more than the scheduled caste category.

As found in the Table No 4.16, the success rate goes proportional to participation rate. The participation rate of scheduled caste children is 58.33 percent and their success rate is 58.78 percent. Similarly the participation rate of scheduled tribe children is 70.34 and their success rate is 70.63 percent. The participation and success rate of general category is found to be 85.36 and 84.07 percent which is more than both SC and ST categories. It indicates clearly that the success rate is affected by participation rate.

TABLE 4.22
Comparison of Participation Rate of Children in Private and Government Schools

S. no	Sex	Private School		Government School		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	4721	85.82	4546	73.55	12.27	14.82
2	Girls	3947	83.15	4066	69.27	13.88	14.81
3	Total	8668	84.6	8612	71.53	13.07	21.02



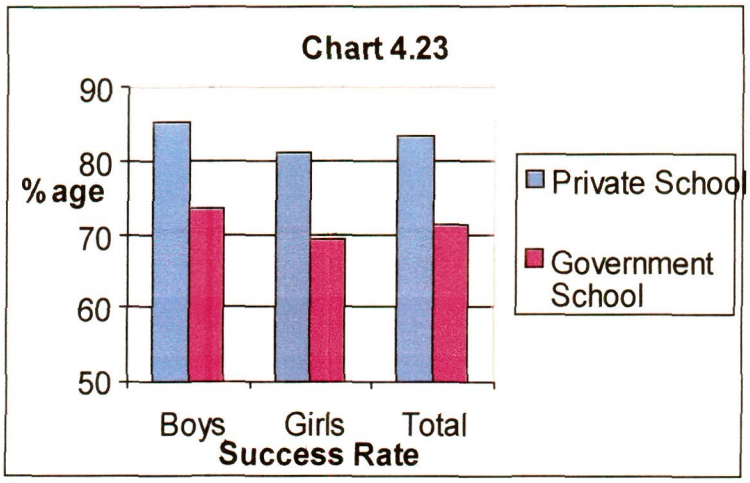
As indicated in the Table No.4.22, the attendance rate of boys in private schools is 85.82 percent as against 73.55 percent in government schools. The gap of attendance between the two is 12.27 percent and the Z-value 14.82 is found to be significant beyond 0.01 level. Similarly the attendance rate of girls in private schools is 83.15 percent as against 69.27 percent in government schools. The difference between the two percentages is 13.88 and

the Z-value 14.81 is found to be significant beyond 0.01 level of confidence. The total attendance rate of children in private schools is 84.6 percent as against71.53 percent in government schools. The gap between the two percentages is 13.07 and the Z-value 21.02 is found to be significant beyond 0.01 level. Hence the null hypothesis is rejected. The in-depth investigation revealed that the attendance rate of private school children is significantly more than the government schools.

The government schools are bound to give admission to every one even the imbeciles, morons and retarded; on the other hand the cream and the gifted children are admitted in private schools. The parents of private school children remain closely contacted with the schools and the teachers. On the other hand the parents of government school children are very much negligent. They take more care of their cattle rather than their children.

TABLE 4.23
Comparison of Success rate of children in Private and Government Schools

S. no	Sex	Private School		Government School		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	4721	85.3	4546	73.31	11.99	14.37
2	Girls	3947	81.15	4066	69.45	11.7	12.27
3	Total	8668	83.41	8612	71.5	11.91	18.92



As it can be seen in the Table No.4.23, 85.3 percent boys have passed in private schools as against 73.31 percent in government schools. The gap between the two percentages is 11.99 and the Z -value 14.37 is found to be significant beyond 0.01 level of confidence. Similarly 81.15 percent girls have passed in private schools as against 69.45 percent in government schools. The gap between the two percentages is 11.7 and the Z-value

12.27 is found to be significant beyond 0.01 level. The total success rate of children in private schools is 83.41 percent as against 71.5 percent in government schools. Therefore the gap of success rate between the two types of schools is 11.91 percent and the Z-value 18.92 is found to be significant beyond 0.01 level. So the null hypothesis is rejected. The in-depth investigation revealed that the success rate of children in private schools is significantly more than the government schools.

It is found in the Table No 4.21 that the overall participation and success rate in private schools are 84.6 and 83.41 percent and in government schools it is 71.53 and 71.5 percent respectively. It indicates that in government schools, success rate goes proportional to participation rate and in private schools there is a least difference of 1.19 percent.

Item no. 6 Disparities in Medium of Instruction

Table 4.24
Shows the overall %age of Participation and Success Rate of children in English and Urdu Medium Schools.

Medium of Instruction	No. of Students	Participation Rate	Success Rate
English	8635	82.84	82.01
Urdu	8645	73.33	73.02

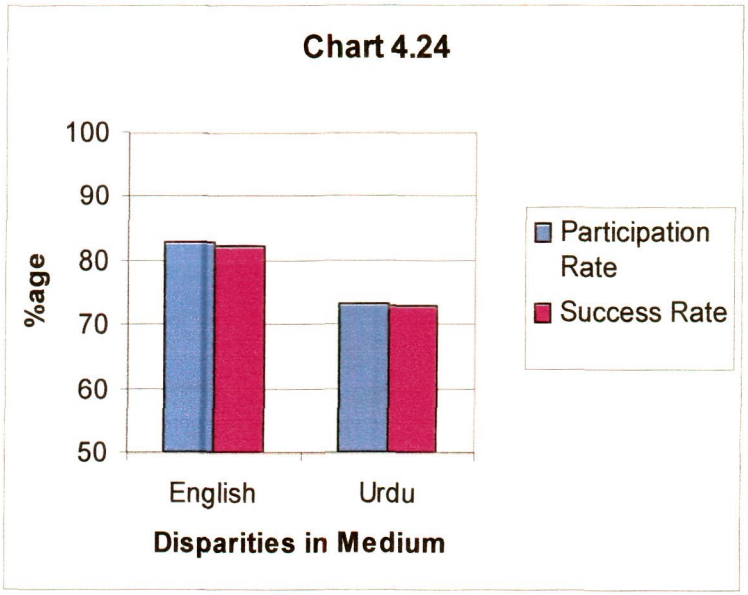
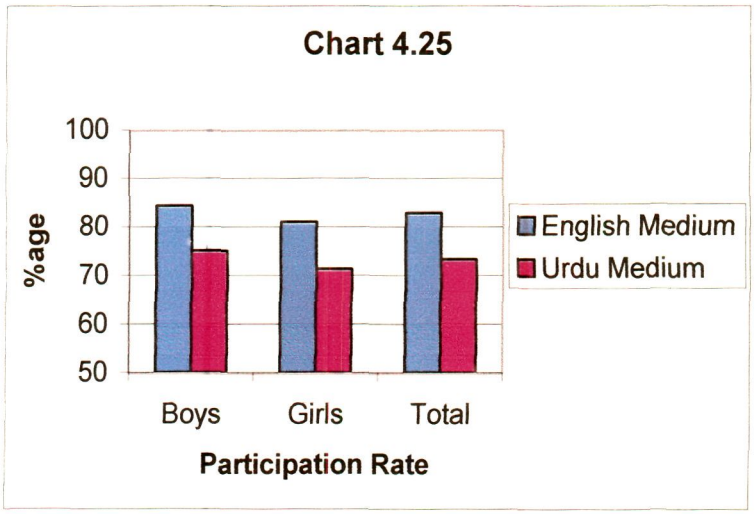


TABLE 4.25
Comparison of Participation Rate of children in English Medium and Urdu Medium Schools

S. no	Sex	English Medium		Urdu Medium		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	4703	84.34	4564	75.11	9.23	11.10
2	Girls	3932	81.04	4081	71.35	9.69	10.26
3	Total	8635	82.84	8645	73.33	9.51	15.21



The data presented in the Table No.4.25 shows that the participation rate of boys in English medium schools is 84.34 percent as against 75.11 percent in Urdu medium schools. The gap between the two percentages is 9.23 and the Z-value 11.10 is found to be significant beyond 0.01 level. Similarly the participation rate of girls in English medium schools is 81.04 percent as against 71.35 percent in Urdu medium schools. The gap between the two

percentages is 9.69 and the Z-value 10.26 is found to be significant beyond 0.01 level. The total participation rate of children in English medium schools is 82.84 percent as against 73.33 percent in Urdu medium schools. The difference between the two percentages is 9.51 and the Z-value 15.21 is found to be significant beyond 0.01 level of confidence. So the null hypothesis is rejected. It indicates clearly that the participation rate of children in English medium schools is significantly more the Urdu medium schools.

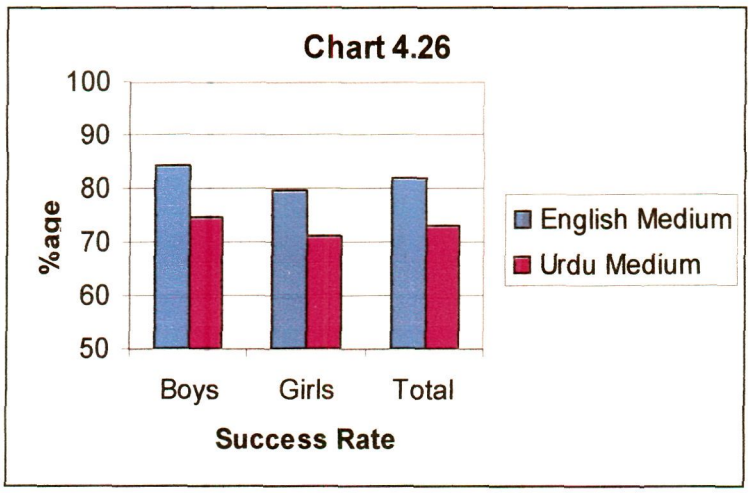
The English medium schools have higher standard of education than the Urdu medium schools. The educated as well as economically well off people enrolled their children in English medium schools. They realized the value of education and know that in the state level competitive examinations, the question papers are raised in English and every type of facility and attractive environment are found in these schools. On the other hand the Urdu medium schools are not so attractive.

Most of the Urdu medium schools are located in far flung areas where the educational environment is poor. The educationally backward and poor children are enrolled in these schools. Also the cause of low participation in these schools as compared to English medium is the weak attendance of teachers.

TABLE 4.26

Comparison of Success Rate of Children in English Medium and *Urdu Medium Schools*

S. no	Sex	English Medium		Urdu Medium		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	4703	84.09	4564	74.60	9.49	11.34
2	Girls	3932	79.53	4081	71.04	8.49	8.86
3	Total	8635	82.01	8645	73.02	8.99	14.23



As shown in the Table No. 4.26, 84.09 percent boys in English medium schools have passed as against 74.60 percent in Urdu medium schools. The gap between the two percentages is 9.49 and the Z-value 11.34 is found to be significant beyond 0.01 levels. Similarly 79.53 percent girls have passed in English medium schools as against 71.04 percent in Urdu medium schools. The gap between the two percentages is 8.49 and the Z-value 8.86 is found

to be significant beyond 0.01 level. The total pass percentage of children in English medium schools is 82.01 as against 73.02 percent in Urdu medium schools. The gap between the two percentages is 8.99 and the Z-value 14.23 is found to be significant beyond 0.01 level of confidence, hence the null hypothesis is rejected. The in depth analysis revealed that the success rate of children in English medium schools is significantly more than the Urdu medium schools.

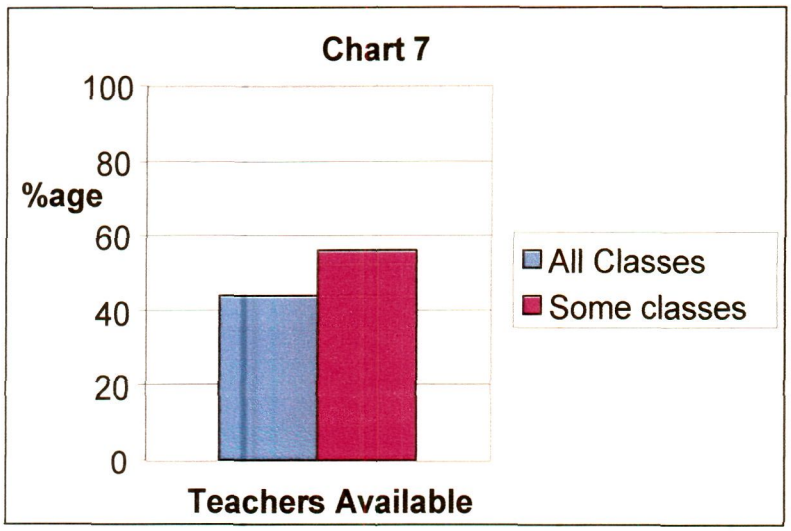
It is found in the Table No 4.24 that a wide gap of participation is found between the English medium and Urdu medium schools and same is the case of success rate also. It indicates that the success rate goes proportional to participation rate.

FACILITIES

The school facilities are shown from Item no. 7 to Item no 26.

Item no. 7 shows the availability of Teachers for classes.

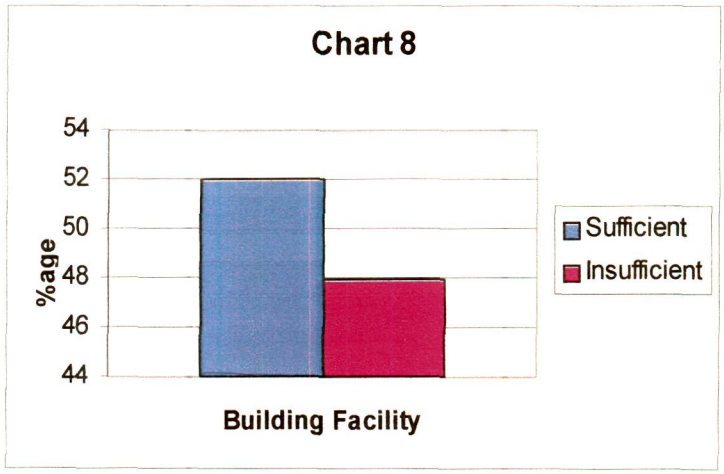
Teachers Available for	All Classes	Some classes
No. of Schools	43	55
Percentage	43.87	56.12



The above table denotes that only 43.87 percent schools had teachers available for all classes, and the remaining 56.12 percent schools do not. This shows that non availability of teachers for all classes may be the cause of disparity in participation and success rates.

Item no. 8 shows the availability of Building Facility for schools.

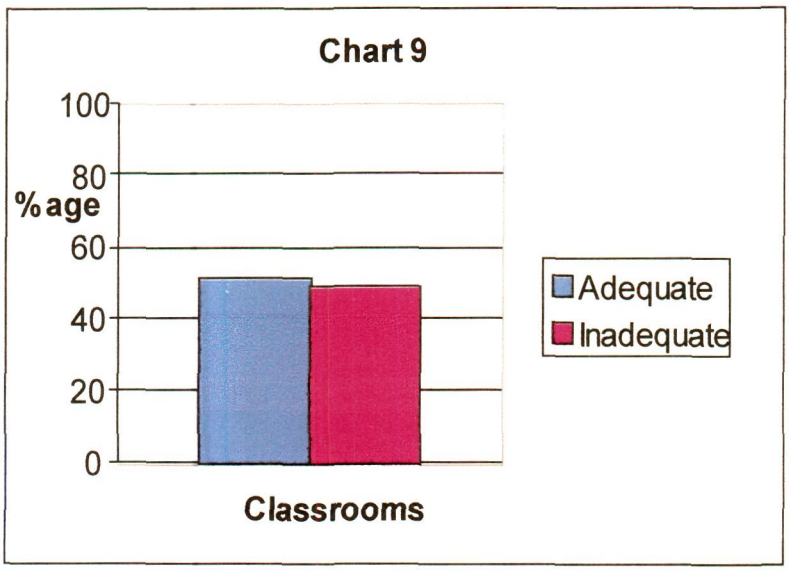
Building Facility	Sufficient	Insufficient
No. of Schools	51	47
Percentage	52.04	47.95



The above table shows that 52.04 percent schools have sufficient building facility and the remaining 47.95 percent do not. This shows that insufficient building facility in schools of rural areas may be the cause of disparity in participation and success rates. It is found during investigation that buildings of most of the schools were depleted or in poor condition and consisting of two to three rooms only.

Item no. 9 shows the facility regarding Classrooms

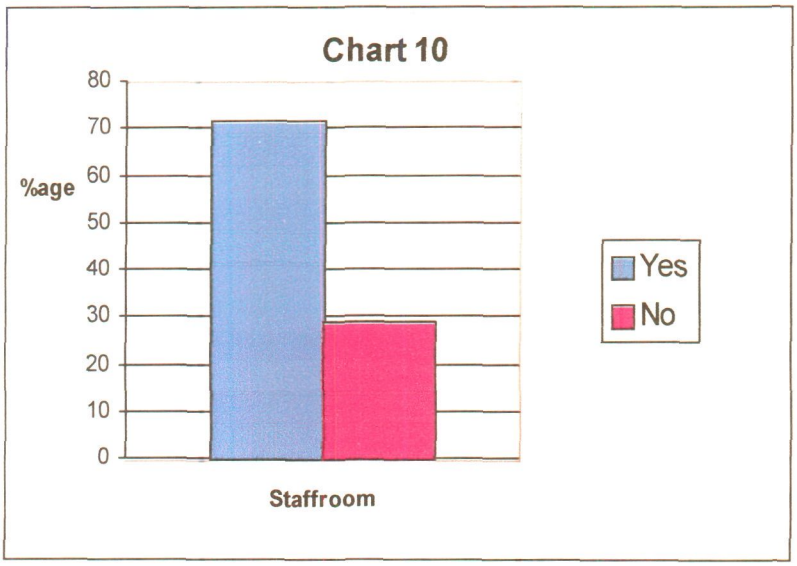
Classrooms	Adequate	Inadequate
No. of Schools	50	48
Percentage	51.02	48.97



The above table represents that only 51.02 percent schools have adequate classrooms and the remaining 48.97 percent do not. This shows that inadequate classroom facility is the potential cause of disparity in participation or success rates.

Item no. 10 shows the Staffroom Facility in schools

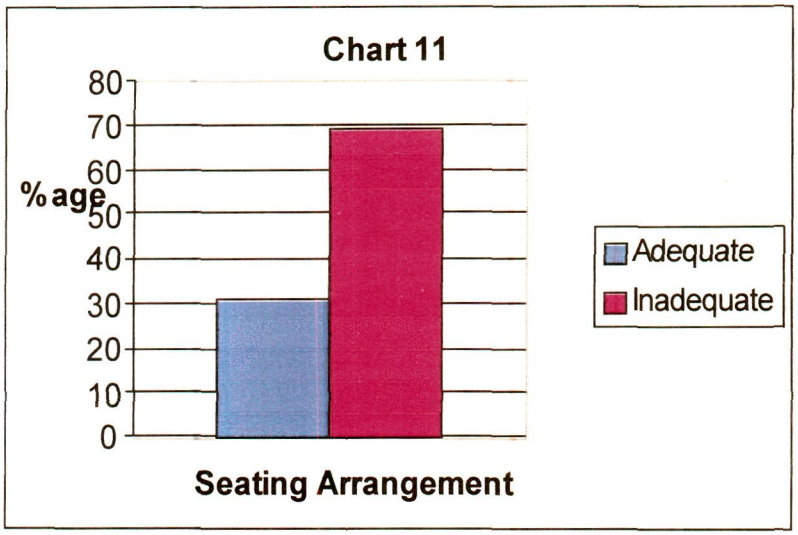
Staffroom	Yes	No
No. of Schools	70	28
Percentage	71.42	28.57



The above table represented that 71.42 percent schools have staff room facility and the remaining 28.57 do not. This shows that staff room facility may not be accounted as an obstacle in participation or success rates.

Item no. 11 shows the Seating Arrangement facility for children.

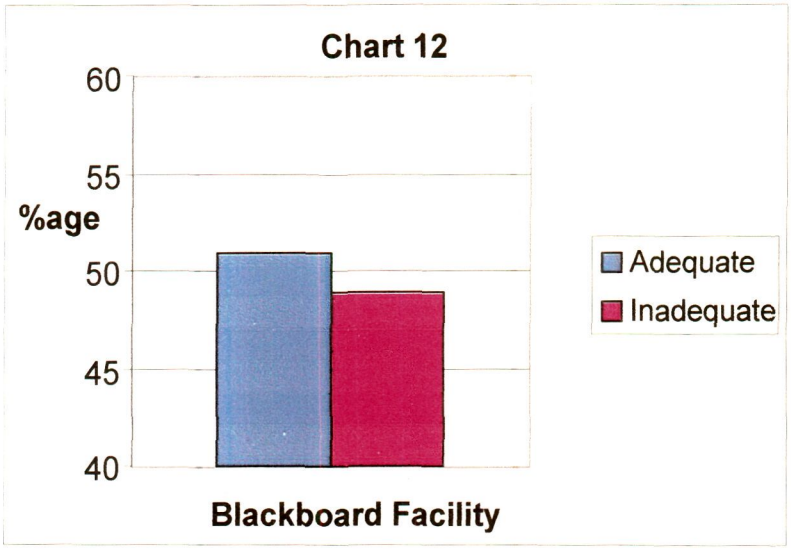
Seating Arrangement	Adequate	Inadequate
No. of Schools	30	68
Percentage	30.61	69.38



As presented in the above table, only 30.61 percent schools have adequate seating arrangement and the remaining 69.68 percent do not. This shows that inadequate seating arrangement may be the cause of disparity in attendance or result percentage.

Item no. 12 shows the availability of Blackboard Facility in schools.

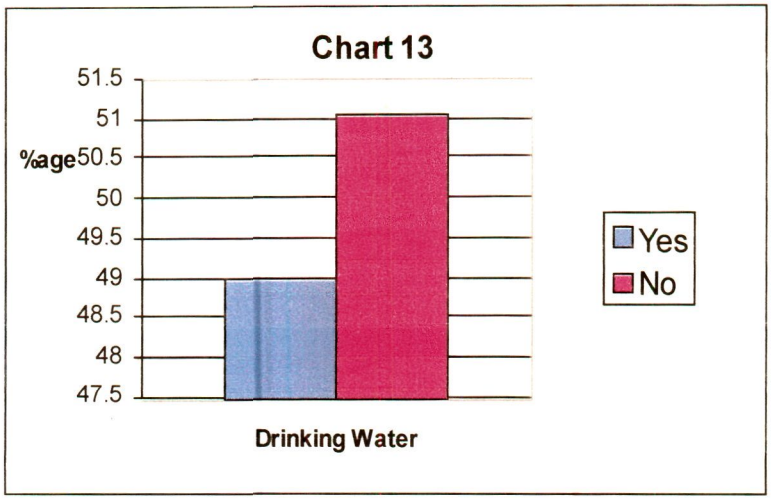
Blackboard facility	Adequate	Inadequate
No. of Schools	50	48
Percentage	51.02	48.97



As presented in the above table, only 51.02 percent schools have adequate black board facility and the remaining 48.97 percent do not. It indicates that lack of blackboard facility is a potential cause for disparity in attendance or result percentages.

Item no. 13 shows the Drinking Water facility within school premises.

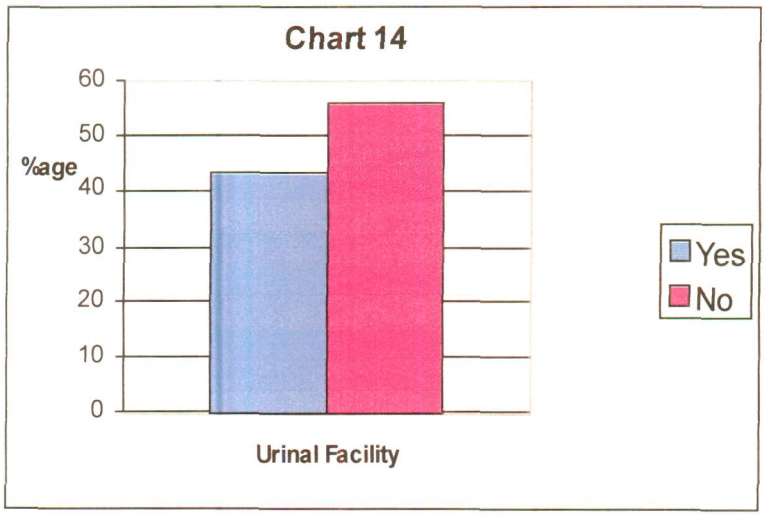
Drinking water	Yes	No
No. of Schools	48	50
Percentage	48.97	51.02



As revealed in the above table, out of 98 schools only 48.97 percent have drinking water facility within schools premises and the remaining 51.2 percent schools do not. It indicates that lack of drinking water within school premises may be the cause of disparity in participation or in success rates.

Item no. 14 shows the availability of Urinals within school premises

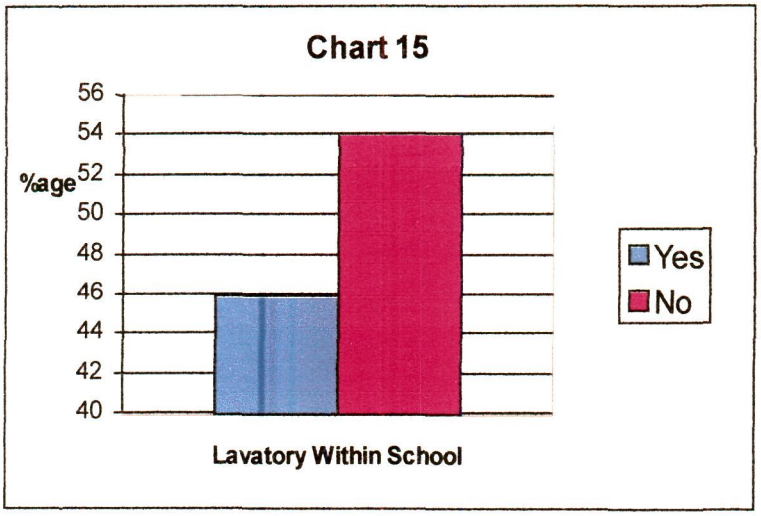
Urinal within school premises	Yes	No
No. of Schools	43	55
Percentage	43.47	56.12



As found in the above table, only 43.47 percent schools have urinals within school premises and the remaining 56.12 percent schools do not. It indicates that lack of urinals within schools premises is the potential cause of disparity in participation rates or success rates.

Item no. 15 shows the availability of Lavatories within schools premises.

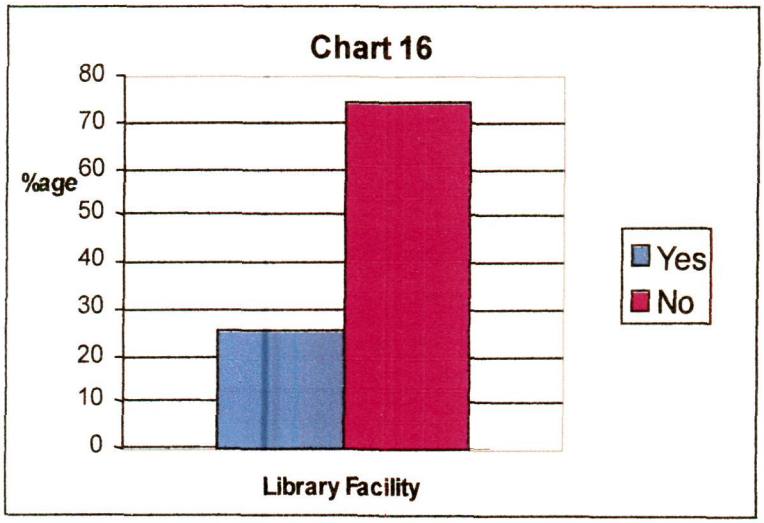
Lavatory within school premises	Yes	No
No. of Schools	45	53
Percentage	45.91	54.04



As the above table shows, only 45.91 percent schools have lavatories within schools premises and the remaining 54.04 percent do not. This shows that lack of lavatories may be the cause of disparity in participation rates.

Item no. 16 shows the Library facilities in schools

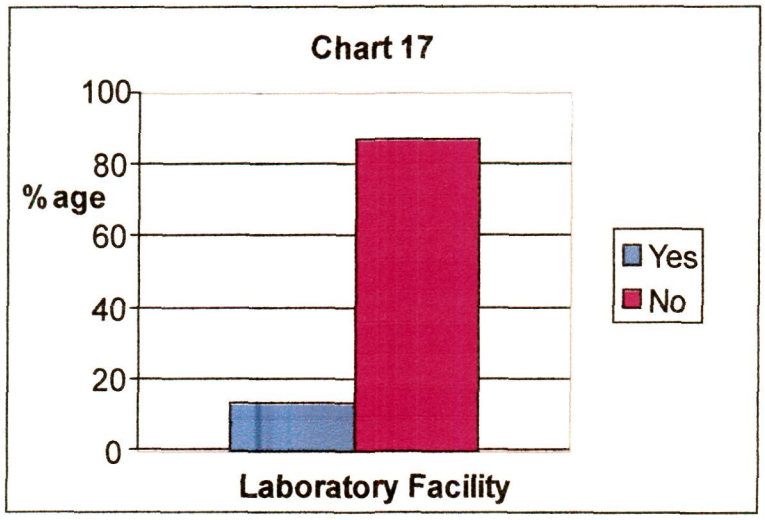
Library	Yes	No
No. of Schools	25	73
Percentage	25.51	74.48



The above table shows that only 25.51 percent schools have library facility and 74.48 percent do not. This shows that lack of library facility may be the cause of disparity in attendance rates or in success rates.

Item no. 17 shows the availability of Laboratory Facilities in schools.

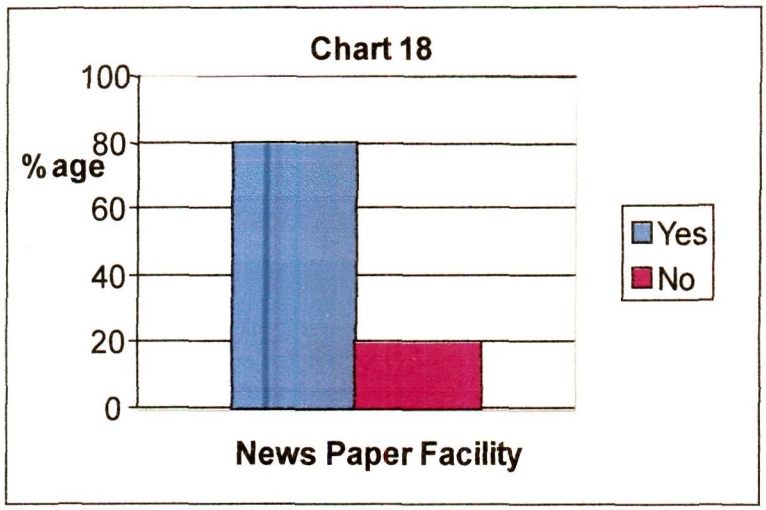
Laboratory	Yes	No
No. of Schools	13	85
Percentage	13.26	86.73



The above table shows that only 13.26 percent schools have laboratory facility and the remaining 86.73 percent do not. It indicates lack of laboratory facility may be an obstacle for teaching learning process.

Item no. 18 shows the News Paper Facility in schools.

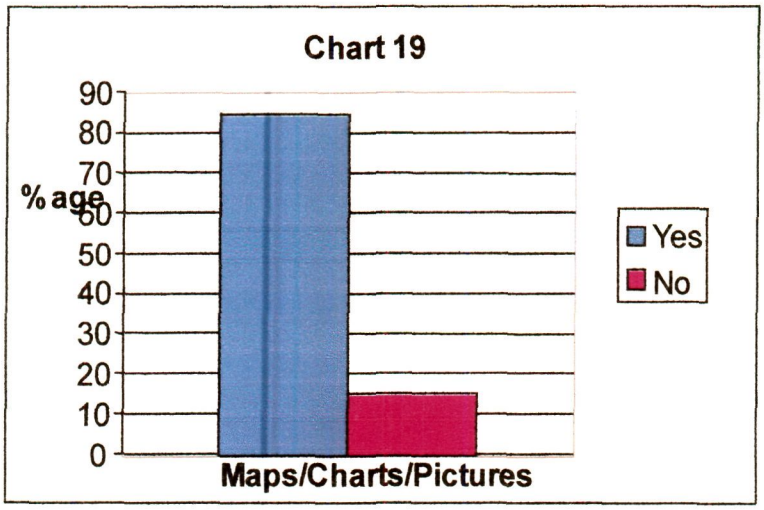
News paper facility	Yes	No
No. of Schools	78	20
Percentage	79.59	20.4



The above table revealed, 79.59 percent schools have news paper facility and the remaining 20.4 percent do not. So the news paper facility may not be accounted as the cause of disparity in attendance rates or in success rates.

Item no. 19 shows the availability of Maps/Charts/Pictures in the classroom.

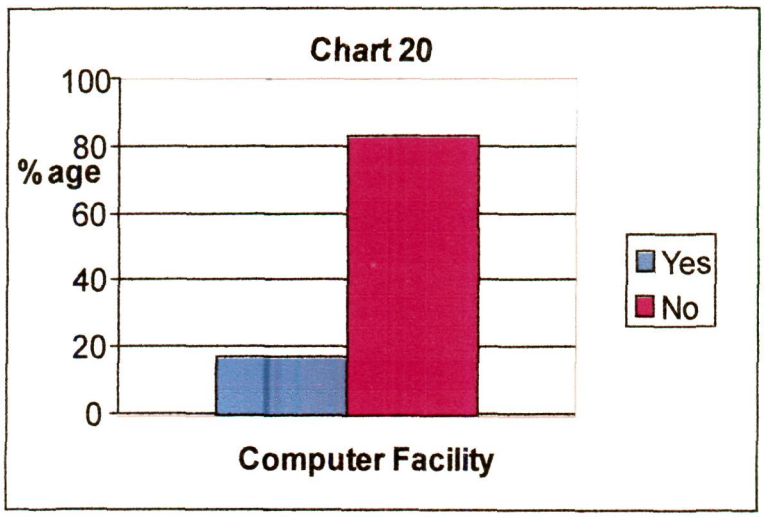
Maps/Charts/Pictures	Yes	No
No. of Schools	83	15
Percentage	84.69	15.03



The above table shows, 84.69 percent schools have maps/charts/pictures in the classroom and only 15.3 percent do not. It indicates that only maps/charts/pictures are not sufficient for teaching learning process.

Item no. 20 shows the availability of Computer Facility in schools.

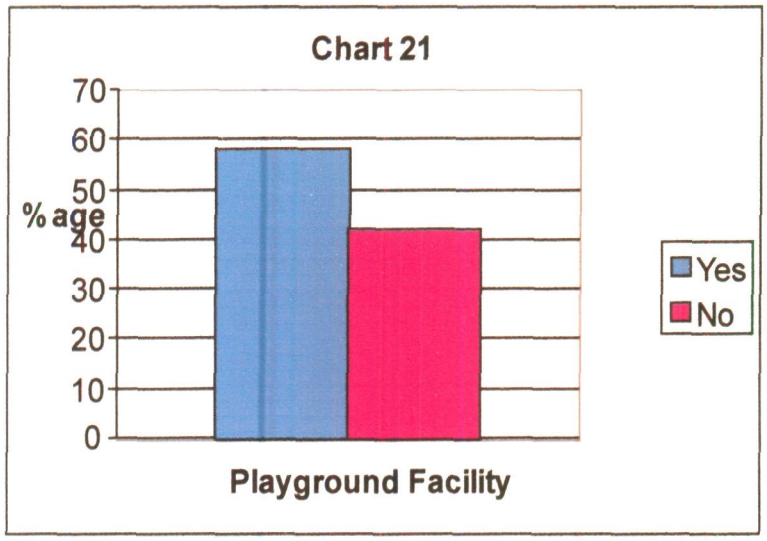
Computer Facility	Yes	No
No. of Schools	17	81
Percentage	17.34	82.65



The above table shows, only 17.34 percent schools have computer facility and the remaining 82.65 percent schools do not. In this advanced age computer plays an important role in teaching learning process. So the lack of computer facility may be an obstacle in teaching learning process.

Item no. 21 shows the availability of Playground Facility in schools.

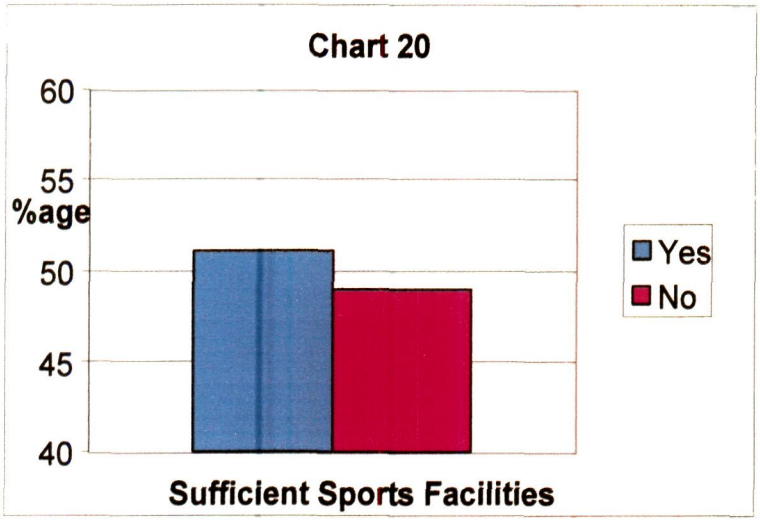
Playground facility	Yes	No
No. of Schools	57	41
Percentage	58.16	41.83



As indicated in the above table, 58.16 percent schools have playground facility and the remaining 41.83 percent do not. This shows that lack of playground facility may be an obstacle in teaching learning process.

Item no. 22 shows the availability of Sufficient Sports Facilities

Sufficient sports facilities	Yes	No
No. of Schools	50	48
Percentage	51.02	48.97

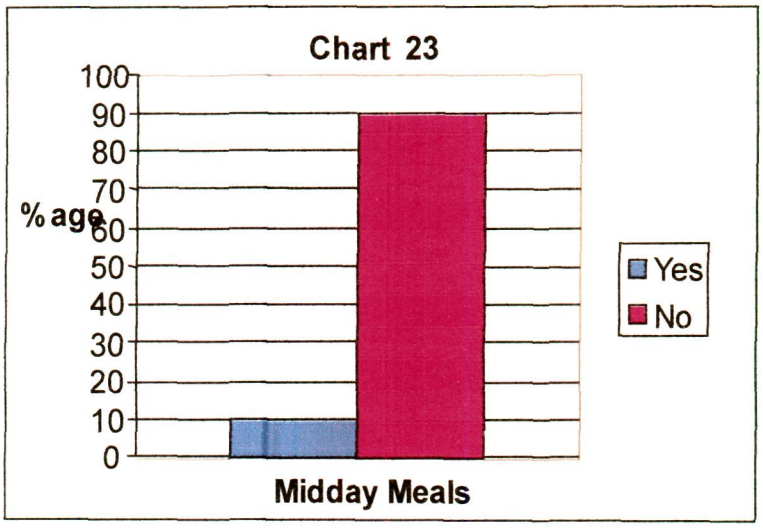


The above table shows that only 51.02 percent schools have sufficient sports facilities and the remaining 48.97 percent do not. This shows that this factor was accountable for low attendance in rural and hilly areas.

Item no. 23 to 26 shows the provision of incentive schemes in the school.

Item no 23. Midday Meals

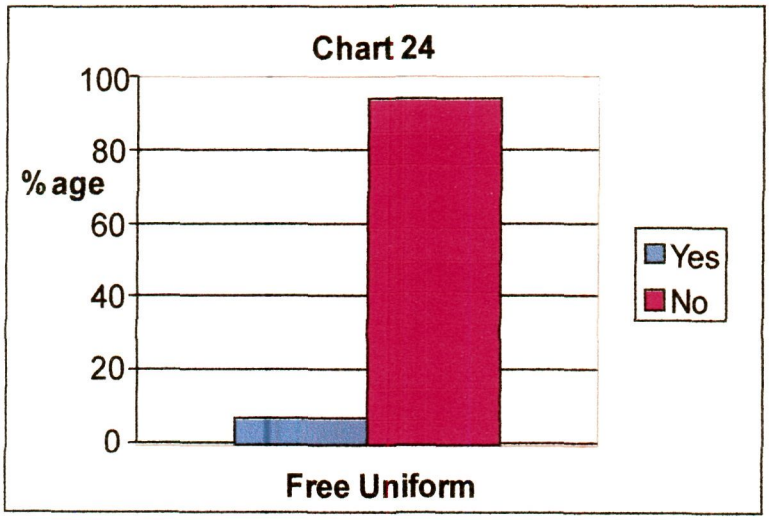
Midday Meals	Yes	No
No. of Schools	10	88
Percentage	10.02	89.79



The above table shows that only 10.2 percent schools have provision of midday meals and the remaining 89.79 percent schools do not. This shows that due to poverty among scheduled castes and scheduled tribes in far-flung areas the lack of midday meals may be the cause of their low participation or success rate.

Item no. 24. Free Uniform

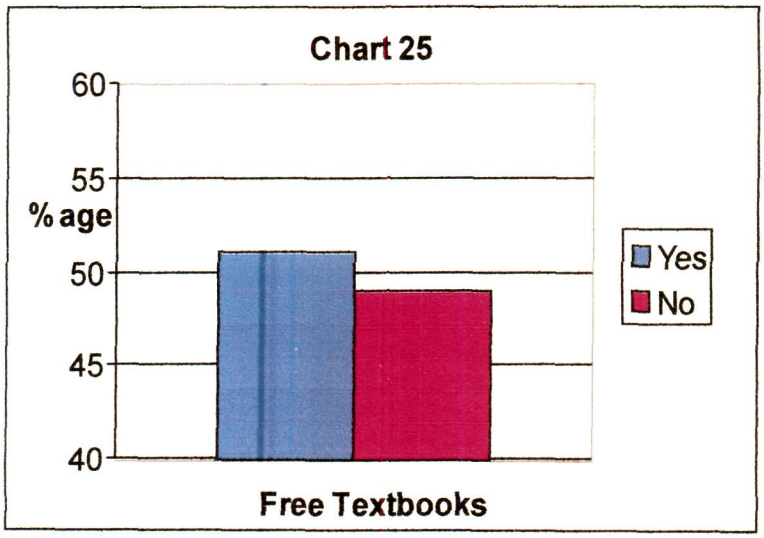
Free Uniform	Yes	No
No. of Schools	6	92
Percentage	6.12	93.87



The above table shows that only 6.12 percent schools have provision of free uniform and the remaining 93.87 percent schools do not. This shows that lack of uniform may be the cause for low participation of poor students.

Item no. 25. Free Text Books

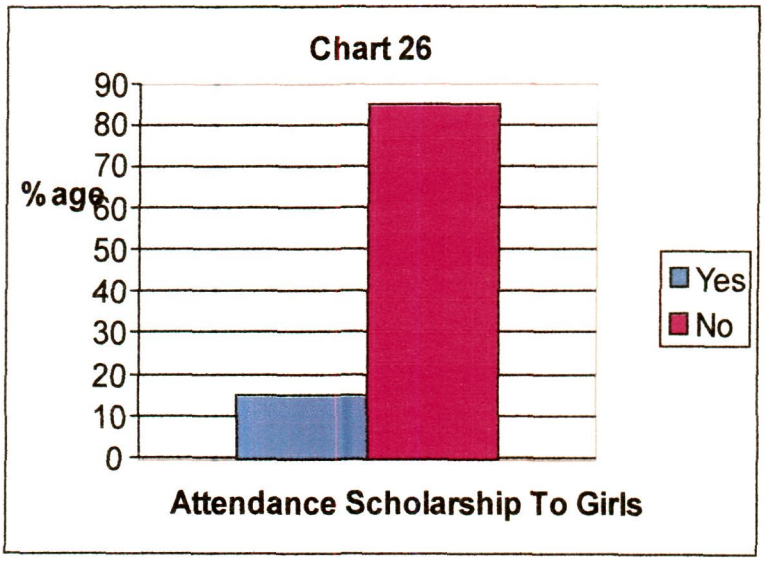
Free text books	Yes	No
No. of Schools	50	48
Percentage	51.02	48.97



The above table shows that 51.02 percent schools have provision of free text books and the remaining 48.97 percent schools do not. It has been observed during investigation that in government schools these free text books are not provided at the appropriate time and as per the needs of the children which may hinder the teaching learning process.

Item no. 26 Attendance Scholarship to Girls.

Attendance Scholarship to girls	Yes	No
No. of Schools	15	83
Percentage	15.03	84.69



As found in the above table, only 15.3 percent schools have provision of attendance scholarship to girls and the remaining 84.69 percent schools do not. It indicates that the attendance scholarships to girls are not adequate which may be the cause of disparity for participation between the boys and girls.

The facilities noted by the investigator during study are as follows:

1. Availability of teachers in classes, 2. School building, 3.Adequate number of rooms, 4. Staff room, 5. Seating arrangement, 6. Blackboard facility, 7, Drinking water, 8. Urinals, 9. Lavatories, 10. Library, 11. Laboratory, 12. News paper, 13. Maps/Charts/Pictures, 14. Computer facility, 15. Playground facility, 16. Sport facilities. Incentive schemes like, 17. Mid day meals, 18. Free Uniform, 19. Free Text Books and 20. Attendance Scholarship to Girls.

In due course of time it was observed that schools having adequate facilities showed higher attendance as well as success rate.

After making thorough analysis of items regarding school facilities the investigator have classified the sampled schools in to two categories. The schools where 60% main items (from item 7to 26 of schedule) or more were available are considered as adequate facility schools and the schools where below 60% items (from item 7to 26 of schedule) were available are considered as inadequate facility schools. After classification the comparison of participation and success rate have been done between the adequate and inadequate facility schools.

Table: 4.27

Shows the overall %age of Participation and Success Rate of children in Adequate Facility and Inadequate Facility schools.

Schools	No. of Students	Participation Rate	Success Rate
Adequate Facility	8681	87.42	85.91
Inadequate Facility	8599	68.67	68.94

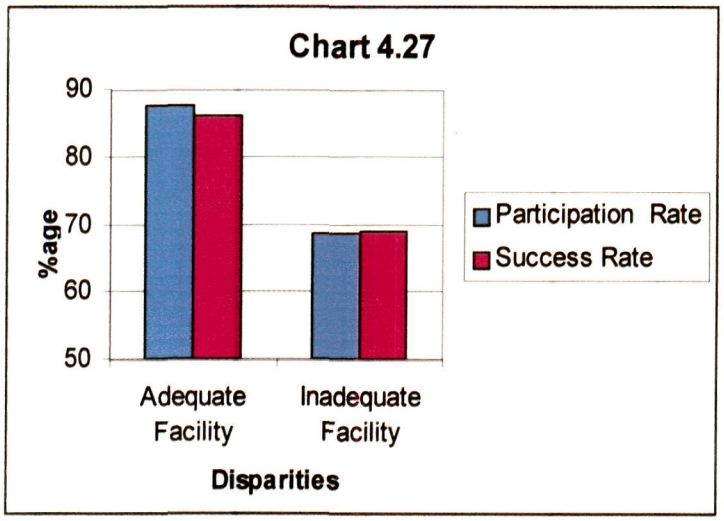
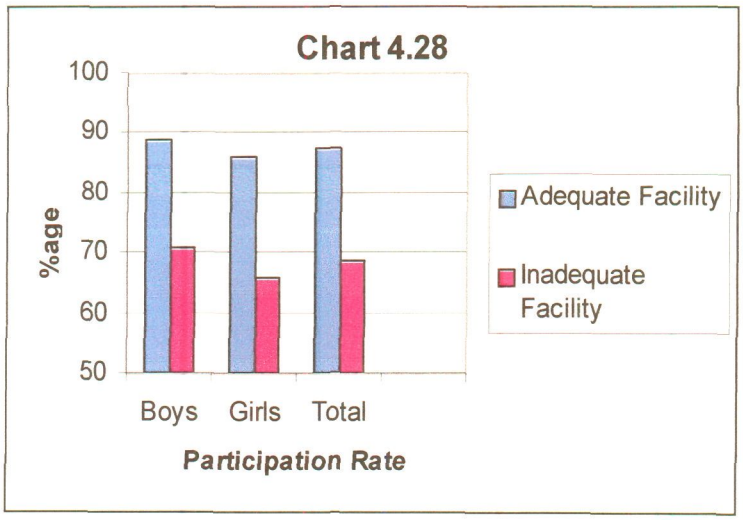


TABLE 4.28
Comparison of Participation Rate of Children in Adequate Facility and Inadequate Facility schools.

S. no	Sex	Adequate Facility		Inadequate Facility		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	4614	88.74	4653	70.94	17.8	21.92
2	Girls	4067	85.93	3946	65.99	19.94	21.43
3	Total	8681	87.42	8599	68.67	18.75	30.54



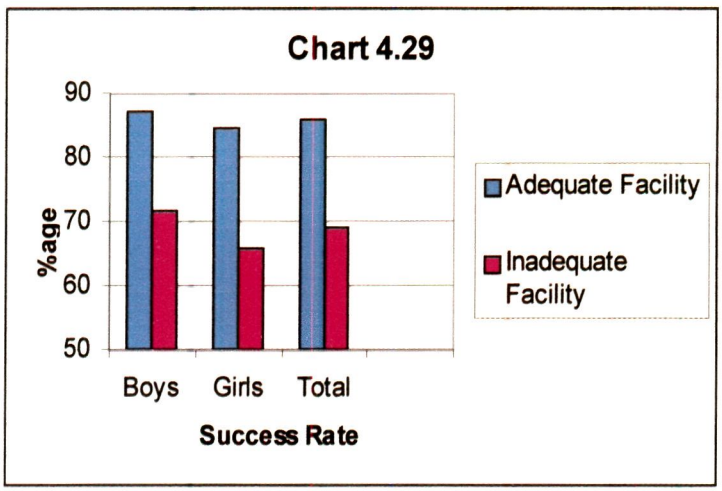
The data presented in the Table No.4.28 shows that the participation rate of boys in adequate facility schools is 88.74 percent as against 70.94 percent in inadequate facility schools. The gap between the two percentages is 17.8 and the Z-value 21.92 is found to be significant beyond 0.01 level of confidence.

Similarly the participation rate of girls in high facility schools is 85.93 percent as against 65.99 percent in low facility schools. The gap between the two percentages is 19.94 and the Z-value 21.43 is found to be significant beyond 0.01 level. The total participation rate of children in adequate facility schools is 87.42 percent as against 68.67 percent in inadequate facility schools. The gap of participation rate between high and low facility schools is 18.75 and the Z-value 30.54 is found to be significant beyond 0.01 level. Hence the null hypothesis is rejected. The detailed investigation leads to interpret that the participation rate of children in high facility schools is significantly more than the low facility schools.

This implies that unfavourable seating arrangement, lack of blackboard facility, crowded class rooms, lack of urinal and toilet facilities, lack of incentives, non arrangement of sports events and lack of appropriate teaching staff are latent factors for remaining the students away from school.

TABLE 4.29
Comparison of Success Rate of Children in Adequate Facility and Inadequate Facility schools.

S. no	Sex	Adequate Facility		Inadequate Facility		Difference (P1-P2)	Z
		N1	P1	N2	P2		
1	Boys	4614	87.23	4653	71.68	15.55	18.89
2	Girls	4067	84.42	3946	65.72	18.7	19.77
3	Total	8681	85.91	8599	68.94	16.97	27.23



As it can be observed in Table No 4.29, the success rate of boys in adequate facility schools is 87.23 percent as against 71.68 percent in inadequate facility schools. The gap between the two percentages is 15.55 and the Z-value (18.89) is found to be significant beyond 0.01 level of confidence. Similarly 84.42 percent girls have passed in high facility schools as against 65.72 percent in low facility schools. The gap between the two

percentages is 18.7 and the Z-value 19.77 is found to be significant beyond 0.01 level. The total success rate of children in high facility schools is 85.91 percent as against 68.94 percent in low facility schools. The gap of success rate between adequate and inadequate facility schools is 16.97 and the Z-value 27.23 is found to be significant beyond 0.01 level of confidence. Hence the null hypothesis is rejected. The in-depth analysis revealed that the success rate of children in adequate facility schools is significantly more than the inadequate facility schools.

DISCUSSION

After making the survey and analysis of different areas and regions the researcher came to the conclusion that so for as the participation of students is concerned it was found that there is a disparity in participation rates due to different factors. In the rural areas the participation of students especially of girls as compared to urban areas is at a very low level. The poverty, ignorance and illiteracy of the parents are the main factors responsible for the low participation of children in elementary schools. The study has shown low participation of scheduled caste and scheduled tribe children as compared to general population. The major beneficiaries of the facilities provided to scheduled castes are the urban middle class males and not the rural poor

who really need them. To remove hindrances the provision of hostels for tribals and others has been made but the facilities are only availed by the cream of a particular class. It is expected that the government schools compete with private schools but unfortunately it is not only difficult but also impossible. The parents who send their children to private schools are very much careful and particular about the progress and improvement of their children. On the other hand the parents of the government school children take more care of their cattle rather than their children. The participation rate of English medium schools was found to be more than Urdu medium schools. The Urdu medium schools are located in rural and tribal areas where few facilities are available. The economically well off people send their children to English medium and private schools where better facilities are available as compared to Urdu medium or government schools. It has been observed during investigation that the schools having adequate facilities have high participation rates as compared to schools having less facilities. These schools are located in the main towns and cities of the state On the other hand the schools having less facilities are mostly located in the rural and remote areas where the educational environment is poor. The second important issue is the success rate which comes after

participation. It is the achievement of students in various educational tasks as shown by the results and tests pertaining to academic activities of the participants in schools. In the present study it was found that success rate is proportional to the participation rate of students. The overall picture shows that the participation rate and success rate is influenced by certain personal variables such as region, gender, caste, rural-urban location and by certain institutional factors like type of a school, medium of instruction and facilities provided by the school.

Chapter - V

Findings and Their Implications

CHAPTER - V

FINDINGS AND THEIR IMPLICATIONS

The previous four chapters deal with the detailed methodology of the present investigation including identification and definition of the problem, review of the previous researches in this field, including those related to educational participation, details of the tools used and the methodology of data collection and analysis. After the interpretation of data is completed, the investigator is led to certain important conclusions and inferences with the help of statistical tests. The present chapter provides a comprehensive list of findings that have emerged as a result of this investigation. The implications of these findings for theory and practices of education and for further researches in this area have also been discussed.

FINDINGS

The study leads to the following findings.

There are wide disparities in the:

1. Participation rates of children at elementary level in Kashmir, Jammu and Ladakh regions with Ladakh

being at a lower stage of participation rate than Kashmir and Jammu regions.

2. Success rates of Kashmir, Jammu, and Ladakh regions. The Ladakh is at the lower stage of success rate than theKashmir and Jammu regions.

3. Participation rates of Male and Female children at elementary level in the Jammu and Kashmir state.

4. Success rates of Male and Female children at elementary level in the Jammu and Kashmir state. The participation and success rate of male children is found to be more than the females.

5. Participation rates in Rural and Urban areas with urban area being at a much higher stage of attendance than rural ones.

6. Success rates in Rural and Urban areas with urban area being at a higher stage of success rate than rural areas.

7. Participation rates in rural and Semi-urban areas, with semi-urban area being at a higher stage of participation rate than rural areas.

8. Success rates in Rural and Semi urban areas.

9. Participation rates of Scheduled Tribes, Scheduled Castes and General population. The general population has the higher participation rate than the scheduled tribes and scheduled castes.

10. Success rates of Scheduled Tribes, Scheduled Castes and General children .The general children are at the stage of higher success rate than scheduled tribes and scheduled castes.

11. Participation rates in Government and Private schools.

12. Success rates in Government and Private Schools. The participation and success rate of private schools were found to be more in comparison to the government schools.

13. Participation rates of Urdu and English Medium schools.

14. Success rates of Urdu and English Medium schools. The participation and success rate of English medium schools were found to be more in comparison to Urdu medium schools.

15. Participation rates of Adequate and Inadequate Facility schools.

16. Success rates of Adequate and Inadequate Facility schools. The participation and success rate of adequate facility schools were found to be more in comparison to inadequate facility schools.

PRACTICAL AND POLICY IMPLICATIONS

The investigator have examined the various aspects of the problem as extensively and deeply as possible. The findings of this study have some important implications for educational practices and some implications for further research study. The detailed discussion of these implications follows:

It has come out as a finding of the study that educational development in different parts of the Jammu and Kashmir state was uneven. A wide gap of participation and success rate has been perceived between the regions of Ladakh, Kashmir and Jammu. The cause of low participation and success rate in Ladakh region as compared to Kashmir or Jammu region is that the children in this region remains busy in helping their parents in farming and their home business. Ladakh is more hilly area than Kashmir and Jammu region. During winter heavy snow fall, land slides and road blocks disconnect this region from Kashmir near about five months. The heavy snow fall, cold, lack of transport are the causes of

low participation because due to lack of proper conveyance, the students get late in reaching the school. This result to de-motivation of the students towards their study which results in them remaining away from attending classes. The government should provide helicopter services to needy and desired students as well as teachers so that they can reach the school in time. A satellite as well as mobile phones should be arranged for the schools in less advanced areas for communication purposes. If technology is used for other purposes why not for education? If electricity is not available, the gas heaters should be arranged for class rooms so that the participation rate may not be affected. Therefore one of the major educational objectives of the state education policy in coming years should be to strive to reduce the existing imbalances to the minimum. In the larger interests of the state each district should be free to strive to its best and develop at its own pace. This necessarily leads to some inequalities but what should be brought about is a deliberate and sustained effort to assist the less advanced areas to come upto at least certain minimum levels so that the gaps between them and advanced areas are reduced. In the border areas of Ladakh, Kupwara, Poonch and Rajouri efforts should be made to bring about educational development.

The study indicates a disparity in attendance and success rates between the male-female populations of elementary schools. The female picture in rural and remote areas is not so bright. The same is the case with literacy and enrolment. Various committees in Jammu and Kashmir State have studied the causes of women education and state government must take into consideration these recommendations after examining their practicability and feasibility. Special schemes for female children at elementary education level may be prepared and funds provided on priority basis. There should be special machinery at the district, tehsil and block levels and other measures to raise the standard of female education. The provision of attendance scholarships, appointment of school mothers, construction of residential quarters for women teachers, urinal and toilet facilities and few more measures should be taken up. A massive programme of women education with scholarship, freeships, special coaching and reservation of seats in the institutions of higher learning and vocational education are some of the steps which may be taken up. It is the need of the hour to make parents aware about the importance of girls education through communication media also.

The wide gap of attendance and success rate has been perceived in the scheduled castes and scheduled tribes when compared to general population. The general population is at the higher stage of participation and success rates. The major beneficiaries of the facilities provided to scheduled castes are the urban middle class males and not the rural poor who really need them. During investigation most of the teachers opined that the major problem faced by the population of scheduled castes and scheduled tribes in sending their children to school is the poverty. On the one hand the family has to spend on the education of the child who goes to school and on the other hand it has to suffer the losses because when the child goes to school he becomes economically non productive. If education could compensate for the loss that the family might have incurred due to child's absence from work motivation for education may be strong. However, all these disparities in education arise because of unequal economic background of the social groups. A more equalization of economic conditions would be conducive to equalization of educational opportunities.

The state government has claimed that it has provided lower primary school within a walking distance for every child under the scheme of Serva Shiksha Abhiyan and investigator

by his personal experience feels that it is factually proved, but due to inadequate facilities the enrolment and participation rates in these schools are proportionately low. It is desirable that the department of education should make quick surveys of the positions of school enrolment and dropout rate. In various areas identifying the general and local factors and making efforts to remove hindrances, particularly in far off areas, backward classes and backward areas. The provision of hostels for special classes has been made but it has been observed that the facilities are availed of by the cream of a particular class.

Within the overall school age population, the focus should be on educationally backward children and among adults the focus should be on women's literacy, which has a beneficial impact on children's participation as well as other national objectives like family welfare etc. In order to increase literacy rate among backward children, there is a need to establish attractive and better schools, which may help to increase participation and increase in their enrolment.

A comprehensive package of incentives and support services for girls, SCs, STs and children of the economically weaker sections of society should be provided. Scholarships should be given to students of weaker sections. Apart from

financial assistance, best efforts are needed for the creation of curiosity, interest and motivation and to develop healthy and positive attitude towards education to the parents of the weaker sections especially in backward areas. For this, adult education programme may prove to be of great advantage to create desired sense of curiosity, interest and motivation among weaker sections.

Another finding of the research study is the disparity in participation and success rates in rural and urban/semi-urban areas. Though the provision for education has been well for the rural areas in the state, it is evident that educational strategy so far adopted had benefited the urban middle class and rural development has been neglected. The rural areas lag behind urban areas for a wide variety of factors. The agricultural calendar and its incompatibly with the educational calendar, the difficult and inaccessible areas where even the teacher shirk to go and work, lack of motivation on the part of children, parents and a variety of other variables are responsible for under development of education in far-flung villages of rural areas. The most important factor is that education has not been able to bring required infra-structural changes in rural areas, resulting in further lack of motivation. Due to weak supervision anganwadies, mobile schools, district

level hostels for Gujjar and Bakerwal students have not succeeded to bring up desired results. Major changes are needed for this purpose. The government has taken a good step of appointment of Rahbari-Taleem Teachers at village level, so that the better results of participation and success rate will come out in rural and remote areas. But unfortunately the lack of attractive schools, infra-structural facilities, poor salaries of RT teachers and other problems are the main hindrances in their educational improvement in such areas. Therefore, it is the responsibility of the government to provide required facilities for these schools and make aware the parents about the importance of education through media and other communications.

The study indicates towards a wide disparity in the participation and success rates in Government and Private schools. Majority of the government schools are located in rural areas. These schools are bound to give admission to every Tom, Dick and Harry. Even the imbeciles, morons, feeble minded and retarded get admission. On the other hand the cream and the gifted children are admitted in private schools. Unfortunately it is expected that the government schools should compete with private schools which is not only difficult but totally impossible. The parents who send their

children to private schools are very much careful and particular about the progress and improvement of their children. They remain in close contact with the schools and the teachers. On the other hand the parents of the children reading in government schools are very much negligent. They take more care of their cattle rather than their children. These schools also lack basic facilities like classrooms, blackboards, drinking water, toilet and playgrounds etc. It is the responsibility of the state government to provide basic facilities and make regular inspection in these schools. The incentive schemes like mid day meals which exist only in papers should be implemented in letter and spirit so that better results of attendance and success rate show.

The significant gaps of participation and success rates have been perceived in English Medium and Urdu Medium schools. Though the secondary education commission (1952-53), Indian education commission (1964-66) and the committee of members of parliament recommended that Indian languages or mother tongue should be the medium of instruction at all stages of education. But during investigation it was observed that english medium schools have higher standard of education than the urdu medium schools. So the economically well off people send their children to these

schools as there is every type of facility available. The majority of these schools are private and are located in urban areas and even students are not allowed to speak to each other in any other language except English. On the other hand, the Urdu medium schools are located in far-flung areas where poor and educationally backward children are enrolled. So the better participation and success rates have been found in English medium schools than the Urdu medium schools.

It has been observed during investigation that the attendance/success rates are satisfactory in schools having adequate facility. The schools having adequate facility are mostly private and are located in the main towns and cities of the state. On the other hand the schools having inadequate facility are located in the remote and tribal areas where mostly backward, scheduled castes, scheduled tribes and poor students are enrolled. Their participation rate is low due to poverty and lack of educational environment.

The people of border areas due to disturbance in Kashmir suffer from economic constraints and can not provide basic educational opportunity to their children. Inadequate infra-structural facilities play an adverse effect on educational achievement of these children. Large number of primary/elementary schools of rural and remote areas suffers

from poor housing conditions. Number of class rooms available in these schools is less than what is needed. Students of different classes are taught in the same room. As a result, chaos and noise become inevitable in the classroom crowded by many pupils. Basic teaching aids like blackboards are inadequate for classes. A considerable proportion of the population suffers from undernourishment. Notably, situation in rural sector is not good as compared to urban. So the government should plan such type of institutions in rural areas which can fulfill the needs and demands of students as well as parents.

The situation presented in this study requires to be considered in the context universalisation of elementary education. It may be noted that universalisation of elementary education is a fundamental right and constitutional obligation in India. It is presumed that the similar situations prevail in most of the other states in India.

SUGGESTIONS FOR FURTHER RESEARCH

The present investigation was carried on with certain limitations of resources; further research may therefore be carried on following lines.

1. Studies may be taken up to identify the areas where educational growth has not taken place as desired, even

if provision is universal and causative factors may be investigated.

2. Comparative studies of participation may be taken up with other educationally backward states of the country i.e. Bihar, Jharkhand, and Rajasthan etc.

3. Studies regarding impact of SSA scheme and ICDS on educational growth at elementary level may be taken up.

4. Studies regarding need of implementation of mid day meal and other schemes at elementary level may be taken up.

5. Studies of participation at secondary and higher levels may be taken up, as the present study was limited to class I and class VIII only due to limitation of time and resources.

6. Case studies of those who avail privileges and incentives as under privileged classes may be taken up.

7. A study of educational inequalities arising out of basic economic inequality may be taken up.

8. A study of educational benefits in productivity gains may be taken up.

9. Studies of per-capita income and literacy rate may be taken up at micro and macro level.

10. A study of problems of elementary school children in disturbed and border areas in J & K state may be taken up.

11. Studies of school enrolment from different socio-economic strata in quality institutions may be taken up.

12. The other under privileged classes not included in this study like handicapped may be brought under study.

13. Comparative study of boys and girls at elementary level with respect to psychological variables may be taken up.

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www.iipsindia.org

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Appendices

SCHOOL PARTICIPATION AND SUCCESS INFORMATION SCHEDULE

Name of the School.....

1. Region in which school is located:
   - Jammu [1] ☐
   - Kashmir [2]
   - Ladakh [3]
2. Total number of students enrolled:
   - a. Boys.....
   - b. Girls.....
   - c. Total.....
3. Area in which school is located:
   - Rural [1] ☐
   - Urban [2]
   - Semi-Urban [3]
4. Number of students belonging to given categories:
   - a. General.....
   - b. SC.....
   - c. ST.....
   - d. Total.....
5. Type of School:
   - Government [1] ☐
   - Private [2]
6. Medium of Instruction:
   - English [1] ☐
   - Urdu [2]

7. Teachers available for:
   - All Classes [1] ☐
   - Some classes [2]
8. Building facility:
   - Sufficient [1] ☐
   - Insufficient [2]
9. Class room facility:
   - Adequate [1] ☐
   - Inadequate [2]
10. Staff room facility:
    - Yes [1] ☐
    - No [2]
11. Seating arrangement:
    - Adequate [1] ☐
    - Inadequate [2]
12. Blackboard facility;
    - Adequate [1] ☐
    - Inadequate [2]

Item no. (13-15) does the school have following facilities within school premises?

13. Drinking Water:
    Yes [1] ☐
    No [2]
14. Urinal(s):
    Yes [1] ☐
    No [2]
15. Lavatory(ies):
    Yes [1] ☐
    No [2]
16. Does the School have a Library?
    Yes [1] ☐
    No [2]
17. Does the School have a Laboratory?
    Yes [1] ☐
    No [2]
18. Does the school subscribe to New Papers?
    Yes [1] ☐
    No [2]
19. Are Maps/Charts/ Pictures available in the classroom?
    Yes [1] ☐
    No [2]
20. Does the school have a Computer facility?
    Yes [1] ☐
    No [2]
21. Does the school have a Playground facility?
    Yes [1] ☐
    No [2]
22. Does the school have Sufficient Sports facilities?
    Yes [1] ☐
    No [2]

From item no. (23-26) does the school have provision of following incentive schemes:

23. Mid Day Meals:
    Yes [1] ☐
    No [2]
24. Free Uniform:
    Yes [1] ☐
    No [2]
25. Free Text Books
    Yes [1] ☐
    No [2]
26. Attendance Scholarship to Girls:
    Yes [1] ☐
    No [2]

27(a). Date regarding Participation Rate (attendance %age)of General, SC and ST Students

Month:..... **Number of working days:.....**

S.no.	Class		Total Enrolment			Total Attendance		No. of days attended by the students		Average Attendance (expressed as %age of total attendances)	
			Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls
1.	1st	Gen									
		SC									
		ST									
2.	2nd	Gen									
		SC									
		ST									
3.	3rd	Gen									
		SC									
		ST									
4.	4th	Gen									
		SC									
		ST									
5.	5th	Gen									
		SC									
		ST									
6.	6th	Gen									
		SC									
		ST									
7.	7th	Gen									
		SC									
		ST									
8.	8th	Gen									
		SC									
		ST									
Total											

27(b).Date regarding Participation Rate (attendance %age) of General, SC and ST Students

Month ..... **Number of working days:.....**

S.no.	Class		Total Enrolment			Total Attendance		No. of days attended by the students		Average Attendance (Expressed as %age of total attendances)	
			Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls
1.	1st	Gen									
		SC									
		ST									
2.	2nd	Gen									
		SC									
		ST									
3.	3rd	Gen									
		SC									
		ST									
4.	4th	Gen									
		SC									
		ST									
5.	5th	Gen									
		SC									
		ST									
6.	6th	Gen									
		SC									
		ST									
7.	7th	Gen									
		SC									
		ST									
8.	8th	Gen									
		SC									
		ST									
Total											

27(c).Date regarding Participation Rate(attendance %age) of General, SC and ST Students

Month:..... **Number of working days:.....**

S.no.	Class		Total Enrolment			Total Attendance		No. of days attended by the students		Average Attendance (expressed as %age of total attendances)	
			Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls
1.	1st	Gen									
		SC									
		ST									
2.	2nd	Gen									
		SC									
		ST									
3.	3rd	Gen									
		SC									
		ST									
4.	4th	Gen									
		SC									
		ST									
5.	5th	Gen									
		SC									
		ST									
6.	6th	Gen									
		SC									
		ST									
7.	7th	Gen									
		SC									
		ST									
8.	8th	Gen									
		SC									
		ST									
Total											

28. Date regarding Success Rate (result %age) of General, SCand ST Students

S.No.	Class	Total Enrolment							Total Passed							Pass %age					
		Boys			Girls			Total	Boys			Girls			Total	Boys			Girls		
		Gen.	SC	ST	Gen	SC	ST		Gen.	SC	ST	Gen	SC	ST		Gen.	SC	ST	Gen	SC	ST
1.	1st																				
2.	2nd																				
3.	3rd																				
4.	4th																				
5.	5th																				
6.	6th																				
7.	7th																				
8.	8th																				
Total																					

Table-I
Sex wise no. of sampled children per class

School no.	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	8	18	20	21	17	12	12	33	6	14	30	31	40	38	88	30
2	12	20	7	10	17	12	25	12	15	6	22	27	29	11	38	32
3	6	10	16	15	10	12	9	15	10	15	10	20	10	20	25	10
4	14	8	12	10	12	8	10	10	10	8	20	10	10	8	15	10
5	18	35	11	13	14	8	34	9	31	10	23	10	39	15	34	22
6	2	4	4	4	6	9	10	4	2	5	15	5	20	10	20	9
7	2	8	3	6	6	10	2	9	2	9	10	10	18	7	10	10
8	10	10	7	14	10	10	13	10	13	10	12	29	16	23	10	16
9	8	7	7	4	9	14	8	8	14	8	13	12	13	7	10	8
10	60	54	60	60	70	70	60	50	50	47	34	30	30	30	23	20
11	15	15	10	10	6	10	8	7	10	11	14	10	12	9	10	11
12	13	12	18	15	23	23	26	26	21	20	23	20	20	17	25	25
13	1	9	10	10	10	8	7	10	7	6	6	8	6	6	8	8
14	26	26	20	20	21	21	21	21	22	20	31	30	28	27	29	27
15	13	20	16	15	18	16	20	17	17	16	14	27	20	16	25	27
16	8	6	9	9	7	10	7	7	5	6	10	7	17	12	8	7
17	12	9	22	35	8	13	12	20	17	27	30	40	30	35	26	34
18	20	12	18	12	18	17	14	11	32	19	18	18	30	12	37	16
19	14	13	21	9	20	14	14	9	21	18	36	22	28	16	22	10

20	30	30	30	21	27	21	23	26	34	32	47	42	51	33	37	42
21	41	42	43	34	40	27	44	26	44	33	50	39	59	59	48	38
22	10	7	8	7	10	8	10	6	15	11	10	7	10	4	14	6
23	12	20	12	10	20	20	20	18	12	20	12	15	15	15	20	10
24	18	10	15	10	12	8	12	8	20	15	10	8	10	8	12	10
25	10	8	10	8	10	8	8	10	8	10	10	10	10	10	10	10
26	4	4	2	5	5	5	5	5	6	6	4	5	6	5	6	5
27	18	14	13	12	14	6	8	9	17	7	19	8	13	17	18	9
28	11	5	11	7	16	4	10	5	8	5	10	10	15	5	10	10
29	23	13	17	20	25	12	28	11	20	18	17	13	12	15	21	9
30	8	10	8	7	4	4	5	9	6	4	22	33	12	6	16	8
31	10	6	10	6	8	10	6	6	6	4	8	4	16	5	12	8
32	15	8	12	6	20	6	10	8	8	11	5	3	5	8	6	4
33	10	10	6	6	6	6	8	8	6	6	10	10	10	11	8	7
34	18	10	9	11	18	11	7	7	9	7	20	23	25	32	34	39
35	20	8	8	6	6	13	8	6	17	7	8	3	7	2	9	3
36	15	15	15	9	10	3	10	8	9	9	10	13	14	8	17	8
37	12	6	4	3	12	4	12	6	6	5	16	12	18	10	12	6
38	10	14	8	13	14	7	21	12	24	13	15	20	24	13	23	20
39	17	13	14	11	10	12	14	10	10	13	6	16	11	14	19	11
40	10	10	6	6	14	13	10	9	10	10	24	20	18	18	33	16
41	13	21	33	3	15	14	24	19	24	24	31	29	23	27	32	24
42	15	15	20	10	15	15	20	15	22	18	20	30	27	20	16	16
43	2	3	3	3	2	2	1	4	2	2	2	2	3	3	2	2
44	6	2	6	6	8	6	7	4	6	4	4	5	5	2	5	1

45	8	8	12	8	10	8	15	6	11	10	20	8	10	8	12	6
46	9	10	10	9	2	2	6	12	20	20	20	18	15	20	20	20
47	10	11	10	2	8	4	7	5	9	10	6	3	13	6	13	15
48	4	6	3	6	6	2	4	4	6	6	5	8	8	7	6	2
49	35	23	45	29	38	26	35	23	34	30	33	38	36	35	25	35
50	8	15	11	14	10	13	7	13	11	11	18	12	16	10	11	11
51	19	18	11	9	9	15	5	11	4	9	21	29	25	24	8	10
52	6	8	2	3	12	13	11	16	11	11	13	18	11	19	23	23
53	15	15	18	15	23	14	18	22	27	20	31	19	20	15	20	20
54	15	18	18	19	18	9	29	17	19	15	22	8	20	14	25	18
55	2	4	6	10	4	6	9	8	4	6	11	17	6	19	8	22
56	6	4	6	4	10	4	4	3	6	4	5	5	10	6	9	8
57	8	10	10	8	5	5	6	6	10	8	8	10	10	10	15	1
58	6	6	5	5	6	4	6	4	5	5	6	4	7	5	15	12
59	5	2	5	2	10	4	4	5	4	5	10	2	2	2	4	4
60	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4
61	3	2	6	4	3	2	6	6	3	2	4	4	4	4	8	5
62	8	4	5	2	12	4	2	8	2	14	10	6	2	2	2	3
63	5	5	4	5	4	4	6	4	5	5	6	5	5	5	7	8
64	2	2	4	2	7	3	8	3	8	6	10	6	8	6	10	5
65	3	3	3	4	4	9	7	4	3	10	13	12	9	6	18	9
66	4	3	5	6	7	7	6	5	8	5	16	30	14	25	11	25
67	15	15	14	12	16	16	13	12	15	15	25	24	20	20	17	16
68	5	3	6	4	3	2	4	4	3	2	4	2	4	4	2	2
69	5	5	3	2	6	6	6	6	3	2	20	11	25	12	26	14

70	10	12	14	12	10	10	13	13	12	10	2	15	21	13	26	12
71	3	2	3	2	3	2	2	2	1	1	7	7	7	2	3	2
72	30	23	14	13	12	11	18	10	12	6	19	13	15	18	15	15
73	22	19	18	16	10	10	9	15	15	15	15	16	14	12	16	16
74	6	2	4	2	6	3	7	3	2	5	1	1	8	8	4	3
75	4	2	8	4	10	4	3	2	3	2	3	2	10	2	8	6
76	2	2	3	2	2	4	3	2	3	2	2	7	12	6	11	10
77	3	2	3	2	5	2	2	4	3	3	6	6	10	10	7	13
78	13	8	3	4	8	5	5	7	4	6	11	7	5	11	7	14
79	8	6	5	7	3	6	6	2	5	7	26	3	28	3	3	12
80	2	2	5	2	3	2	2	3	2	2	7	5	5	4	5	14
81	3	4	1	5	3	6	9	6	8	3	7	5	11	11	4	12
82	3	8	3	2	7	2	5	10	5	2	10	8	10	4	15	2
83	3	6	3	2	3	5	3	6	4	7	12	10	14	6	10	9
84	10	9	9	10	6	9	4	9	5	4	3	3	4	3	4	3
85	4	4	3	4	4	3	4	5	3	3	5	5	4	1	7	3
86	5	5	6	8	3	2	10	8	3	2	9	6	18	7	3	2
87	3	1	3	2	2	2	2	2	1	1	3	2	1	2	3	1
88	4	5	3	2	4	4	3	2	5	4	3	2	6	3	8	4
89	5	4	3	2	4	5	3	2	4	4	4	4	8	2	6	4
90	10	4	4	3	3	2	4	3	3	2	4	3	4	1	3	2
91	4	3	2	3	6	1	4	3	4	4	4	6	9	5	6	2
92	3	2	6	6	3	2	5	5	10	10	5	5	9	9	3	2
93	2	4	8	4	2	2	1	5	3	1	4	10	3	3	7	2
94	6	2	4	2	4	2	3	3	3	3	2	3	3	1	4	7

95	6	6	8	5	10	6	10	7	10	10	11	15	17	7	17	6
96	3	3	3	4	3	3	2	4	5	5	10	6	7	6	7	8
97	3	6	3	2	2	2	3	2	2	2	2	6	3	2	3	1
98	10	4	6	4	3	2	6	7	10	5	3	2	8	8	10	7

Table-II

Sex wise Participation Rate (in %age) of Children per class

School no.	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	87.5	89.8	85.78	91.06	81.26	89.15	78.8	90.28	86.42	85.61	78.57	91.29	82.85	93.61	79.46	84.38
2	75.14	71.38	78.2	56	75.67	69.61	78.91	59.35	79.54	61.79	79.04	66.43	75.51	73.14	80.99	68.02
3	85.29	74.91	88.41	76.94	86.32	79.09	88.88	72.31	87.35	77.96	87.2	79.49	88.52	79.83	88.64	78.98
4	74.36	63.97	70.46	65.88	69.48	64.7	64.7	61.91	65.44	65.07	69.11	65.73	73.52	63.23	72.5	67.05
5	77.61	48.94	73.76	76.3	76.53	77.01	73.1	77.06	71.15	78.54	72.17	79.83	75.78	78.7	77.73	70.82
6	67.96	66.66	72.56	62.5	70.31	56.37	69.37	63.23	64.84	57.35	72.5	64.7	75.7	57.35	74.6	57.18
7	83.33	88.94	82.12	84.29	83.09	83.04	84.78	74.87	84.05	79.71	79.56	80	81.8	78.05	81.73	75.36
8	86.15	77.69	91.2	84.28	87.23	79.38	92.07	84.3	91.24	84.3	88.46	80.9	87.3	85.21	85.38	83.07
9	92.04	87.87	94.15	89.01	91.75	86.58	94.31	91.85	95.67	90.34	95.57	91.66	96.03	91.99	95.15	89.77
10	92.17	91.18	91.41	88.88	92.42	91.77	92.17	89.24	89.54	92.84	94.47	93.43	92.42	88.88	88.27	84.84
11	82.95	80.47	84.14	80.85	77.38	72.14	80.71	74.48	80.42	75.58	81.83	77.57	79.88	74.12	84.85	74.67
12	87.17	83.17	85.69	81.6	86.23	84.78	87.03	85.61	85.53	82.59	86.87	83.7	86.75	86.27	84.59	82.96
13	100	86.11	83.08	82.35	86.47	93.19	81.72	83.08	94.32	94.11	95.58	85.29	93.87	79.16	91.17	77.57
14	91.7	87.13	91.64	89.06	90.99	88.98	90.92	88.69	91.76	88.28	92.54	90.05	92.85	87.73	91.7	89
15	95.5	95.61	91.92	92.61	87.09	85.67	91.61	92.48	84.43	90.86	84.39	87.52	87.61	87.88	87.32	88.54

16	92.11	87.17	91.11	87.69	88.57	86.61	91.86	89.23	90.15	88.71	92.15	90.98	90.67	87.17	89.42	84.61
17	81.51	77.77	79.61	78.08	81.25	76.68	81.25	80.78	70.96	78.06	80.78	79.76	79.32	78.39	79.38	79.45
18	84.49	81.92	83.05	82.76	82.29	77.76	86.07	83.66	82.94	80.37	85.02	80.69	84.51	80.36	78.6	71.39
19	86.37	85.61	84.12	71.19	86.57	79.89	84.12	73.04	87.38	87.75	87.24	82.4	85.38	79.51	86.36	74.07
20	95.7	94.94	95.8	94.22	96.01	94.87	95.65	95.62	95.81	95.21	94.32	94.4	95	93.52	95.33	95.41
21	93.57	91.81	94.39	93.42	94.11	92.81	95.05	93.04	94.98	93.89	94.85	94.23	94.51	92.87	95.15	91.44
22	77.46	72.43	77.46	71.42	76.05	73.54	78.59	73	77.93	70.42	76.33	72.43	76.76	69.36	78.16	69.24
23	97.01	95.52	97	91.49	90.48	94.25	91.11	95.52	96.01	95.67	95.39	93.33	95.62	88.09	94.1	86.86
24	90.68	86.89	93.79	88.1	91.81	87.28	93.39	84.48	90	86.89	87.93	85.34	86.2	84.05	81.89	81.03
25	88.88	86.8	90.18	86.96	89.44	83.79	93.75	85.18	93.28	84.44	88.7	84.25	88.88	85.74	89.81	86.29
26	79.04	73.89	75	57.64	77.94	66.17	79.41	76.47	75.98	72.3	74.26	67.64	77.2	70.29	75.98	72.05
27	86.26	84.59	83.65	81.9	75.89	70.57	81.05	76.73	76.65	67.85	80.42	74.8	81	77.48	81.25	78.99
28	95.58	78	81.29	70.4	75.08	80	87.14	62.85	63.57	69.14	88	70	85.33	81.14	77.14	67.57
29	90.2	84.29	87.82	87.88	90.7	81.45	92.45	76.31	90.14	83.17	92.12	85.04	91.78	89.44	90.81	81.53
30	84.72	78.51	70.37	83.55	78.7	70.37	75.92	69.95	86.41	82.4	78.61	69.92	85.8	77.46	81.13	81.48
31	71.09	65.62	72.18	64.06	71.48	61.71	70.05	63.8	69.53	74.21	71.87	64.45	71.48	62.81	69.53	63.67
32	77.93	69.54	79.46	69.24	82.88	72.76	81.12	75.17	80.45	75.16	77.46	69.01	78.02	75.35	76.99	71.47
33	82.38	76.11	78.6	70.14	79.6	70.14	76.11	71.45	80.34	71.89	78.5	71.49	80.14	73.81	78.73	69.29
34	75.89	73.89	73.63	71.95	74.76	70.72	74.81	70.7	69.11	64.16	80.16	71.55	89.89	72.29	75.77	72.79
35	84.59	84.47	87.5	85.21	84.4	82.5	91.12	85.21	85.29	82.35	88.7	89.24	89.63	87.09	81.89	80.1
36	84.61	81.53	86.15	75.72	86.15	68.2	87.69	84.03	85.88	82.24	88.46	81.65	87.69	80	87.05	82.88
37	79.32	80.86	77.77	72.83	78.54	72.22	75.92	72.83	78.08	78.14	75.46	72.83	79.32	76.48	80.7	78.7
38	76.27	63.92	84.95	74.57	87.16	81.84	80.71	72.17	84.53	72.35	82.37	72.45	91.17	83.05	89.83	80.16
39	90.16	85.82	89.28	86.49	90	91.08	93.87	87.85	91.42	86.81	90.71	89.91	94.8	90.4	92.93	86.62
40	76.61	70.84	87	85.02	78.45	76.92	83.89	81.16	82.88	79.66	76.46	74.23	78.24	74.19	76.73	74.01

41	90.31	87.91	84.45	77.77	85.12	85.84	82.84	8.31	77.46	79.01	88.11	85.44	91.7	90.32	87.84	86.34
42	83.22	76.56	81.4	86.56	83.85	75.52	81.01	75.62	80.11	73.35	80.62	60.93	80.89	74.21	79.8	75.19
43	69.49	63.84	73.44	67.23	70.33	70.33	100	61.01	59.32	55.08	59.32	55.08	75.7	69.49	59.32	55.08
44	83.77	74.34	83.11	74.78	84.37	77.41	82.14	75.65	81.35	76.31	80.26	75.26	82.36	78.28	86.84	63.15
45	90.29	87	90.67	85.52	90.13	87.99	95.35	87.71	94.25	90.52	95.06	84.7	91.71	80.92	94.4	85.08
46	76.03	71.42	70.85	69.04	71.42	57.14	73.57	68.69	79.21	77.92	70.78	70.71	73.04	72	74	72.21
47	80.46	80.82	82.34	78.12	83.59	80.07	81.25	79.06	81.42	78.59	80.98	82.29	80.4	80.46	80.64	80.93
48	87.5	82.24	79.01	72.83	86.41	80.55	75.92	70.77	87.34	84.25	78.14	77.08	81.48	75.39	86.72	84.25
49	92.59	91.89	94.16	91.87	94.11	92.69	93.51	92.4	94.31	92.48	94.65	93.08	93.87	93.12	94.57	93.55
50	94.64	91.9	90.9	89.59	92.71	89.78	93.06	89.23	93.76	87.92	94.28	90.11	94.19	90.71	93.5	87.66
51	91.14	88.46	80.08	81.64	87.54	87.87	82.12	85.53	83.33	84.84	89.91	89.44	93.63	92.55	87.5	86.96
52	82.35	80.14	82.35	74.5	83.7	81.9	84.75	81.98	85.69	82.88	86.08	83.41	87.56	82.04	83.56	78.51
53	94.91	91.62	89.64	76.61	84.45	82.44	89.35	87.21	89.07	87.45	83.48	82.6	88.89	94.68	87.96	86.18
54	89.11	84.72	88.56	86.53	89.29	82.35	90.72	89.18	82.35	88.23	90.7	87.86	90.95	86.34	89.82	86.6
55	59.42	64.49	57.72	62.31	63.4	67.39	61.51	67.93	63.04	64.73	58.49	68.62	57	67.35	61.41	69.23
56	53.92	48.16	61.27	49.63	52.94	49.63	54.77	50.49	54.41	50.73	55.88	49.7	52.94	50.73	50	40.88
57	58.76	54.47	58.2	54.47	57.91	51.34	59.7	54.57	58.65	52.23	58.02	53.43	59.7	54.47	59.74	54.43
58	71.55	67.81	72.75	68.27	70.4	65.08	68.39	62.26	68.96	64.13	66.37	59.05	66	53.79	80	61.06
59	59.25	58.33	41.48	59.25	56.85	56.01	62.96	55.55	59.25	54.07	59.62	57.4	68.51	56.18	64.81	53.24
60	65.44	52.94	60.29	55.14	64.7	51.83	61.76	51.83	64.33	51.83	64.33	51.83	63.23	52.2	64.33	51.83
61	56.25	54.68	59.63	53.9	56.25	54.68	60.15	52.34	56.25	54.68	59.37	53.12	57.81	46.87	55.85	54.37
62	58.09	53.52	61.97	57.74	61.73	60.56	64.78	56.69	55.63	56.13	63.66	56.56	57.04	57.04	62.67	52.58
63	59.4	51.94	59.32	54.62	57.46	52.61	60.44	54.85	62.68	53.73	63.43	57.31	62.68	57.61	61.62	38.99
64	56.34	50.79	54.76	51.18	59.86	52.38	56.94	53.96	58.33	50.79	61.9	52.91	58.13	54.23	59.04	57.46
65	53.64	41.11	53.64	44.85	62.5	45.58	54.46	45.95	55.2	45.58	55.52	45.46	53.47	55.34	53.38	47.87

66	53.57	50	51.42	50.73	50.2	51.05	50	51.17	52.5	51.17	50.89	50.73	55.1	50.82	54.54	50.82
67	53.92	48.82	54.2	50.36	53.67	49.72	54.86	50.85	54.21	48.33	52.41	48.28	51.76	49.85	53.37	50.45
68	58.87	53.52	53.75	52.11	56.33	54.22	57.04	52.81	70.42	50	56.32	52.81	64.78.	59.15	57.74	50.7
69	57.14	51.42	61.9	53.57	66.66	57.14	66.66	57.14	61.9	53.57	50.5	45.84	49.14	44.04	47.8	44.79
70	53.57	46.42	51.32	45.35	51.28	45.85	49.78	44.28	49.4	46.28	48.57	41.33	48.91	41.64	48.07	41.66
71	66.66	50	66.66	50	65.71	50	72.14	50	68.57	50	78.36	80	80.81	75	66.66	50
72	65.3	60.3	65.07	61.68	65.89	64.14	68.1	59.44	62.96	59.25	67.54	53.7	64.81	60.08	72.22	66.29
73	68.01	56.53	69.13	58.56	65.55	52.03	68.51	60.61	67.77	60.74	70	61.45	73	54.27	67.59	58.69
74	59.42	55.26	61.18	51.97	54.16	53.07	61.65	54.82	61.18	57.1	67.1	52.63	57.4	52.13	64.14	55.26
75	59.21	59.21	60.69	55.59	59.47	56.9	61.4	52.63	61.4	52.63	61.4	52.63	74.07	56.57	61.84	54.38
76	53.52	53.52	56.8	49.29	53.52	48.94	56.8	49.29	59.62	49.29	55.63	48.49	52.93	48.82	53.9	48.73
77	66.66	49.28	66.66	47.14	51.42	50	49.28	49.28	57.14	50	53.57	49.28	54.92	48.59	52.04	49.45
78	56.85	50	57.97	50	54.34	48.69	52.17	50.31	54.34	50.72	55.33	49.68	56.52	49.4	55.9	49.68
79	77.67	79.9	74.28	82.19	66.66	75.34	66.66	50	71.42	78.27	74.72	63.92	75.51	63.92	66.66	76.48
80	50	51.47	60.29	51.47	53.43	51.47	50	51.47	50	50	59.87	51.76	60.58	49.26	60.29	52.2
81	51.42	66.92	52.85	51.07	55.71	62.05	51.58	53.58	57.5	51.28	56.93	64.92	58.96	68.53	56.42	64.87
82	53.64	47.79	55.2	44.11	54.01	44.11	57.18	45	57.5	44.11	65.62	49.69	58.12	44.11	53.75	44.11
83	67.63	65.7	67.63	50	67.63	62.6	67.63	66.42	63.64	66.25	60.7	67.53	58.28	63.04	62.6	67.47
84	86.76	79.41	72.71	70.73	74.26	67.48	88.97	67.81	88.23	81.61	75	71.07	75.36	62.74	76.1	65.19
85	89.61	85.38	83.58	83.84	80.76	76.92	84.23	83.38	75.89	81.02	84.92	79.38	79.23	72.3	79.56	78.97
86	70.5	72.88	74.29	74.15	66.66	50	77.96	75.63	66.66	50	75.32	71.46	78.53	69	66.66	50
87	70.95	64.28	66.66	50	67.85	58.57	57.85	57.85	62.85	57.14	66.66	50	62.85	65	65.71	64.28
88	69.44	67.03	61.72	55.55	62.03	56.94	61.72	55.55	69.25	62.96	61.72	55.55	74.07	69.13	72.45	67.12
89	55.93	51.56	56.25	54.68	68.75	53.12	56.25	54.68	57.81	52.34	57.81	52.34	58	53.9	58.33	51.17
90	76.45	73.79	75.8	72.04	61.82	60.48	76.61	72.04	61.82	60.48	73.79	72.58	76.61	66.12	61.82	60.48

91	70.83	64.19	62.03	62.96	69.44	57.4	68.05	61.11	67.12	62.03	67.12	64.19	72.63	65.18	71.7	66.66
92	62.14	50	71.85	72.88	62.14	50	73.22	70.5	72.88	71.86	62.14	50	70.99	67.23	62.14	50
93	58.47	51.27	55.08	52.11	58.47	50.84	61.01	53.55	61.51	52.54	63.98	56.44	62.14	55.36	58.59	55.08
94	59.21	56.57	62.82	53.94	61.51	54.6	61.84	52.63	55.7	55.7	63.81	54.38	61.84	56.57	64.14	56.76
95	58.77	53.07	60.52	54.47	61.44	53.94	60.52	56.01	61.44	53.28	71.77	52.89	55.95	56.76	60.06	55.04
96	68.09	63.33	62.38	60	73.8	70.47	64.28	63.21	73.14	71.71	66.85	55.71	67.95	66.66	69.18	68.21
97	68.51	70.98	64.81	55.55	71.29	66.66	64.81	55.55	72.72	66.66	83.83	67.28	64.81	55.55	74.69	66.66
98	85.59	81.77	81.35	76.27	62.14	50	79.09	82.08	80	75.25	62.14	50	80.72	78.6	79.83	76.75

Table-III
Sex wise success rate(in %age) of children per class

	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII	
School no.	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	87.5	94.44	85	90.47	82.35	91.66	73.33	90.9	83.33	85.71	80	90.32	82.5	89.47	81.81	83.33
2	75	70	85.71	60	76.47	66.66	80	66.66	80	66.66	81.81	70.37	75.86	81.81	78.94	68.75
3	83.33	70	87.5	73.33	90	75	88.88	73.33	90	80	90	80	90	80	88	80
4	78.57	62.5	75	70	75	62.5	60	60	70	75	70	60	70	62.5	73.33	70
5	77.77	54.28	72.72	76.92	78.57	75	73.52	77.77	58.06	80	65.21	80	61.53	80	79.41	72.72
6	50	75	75	75	83.33	55.55	70	75	50	60	73.33	60	75	60	75	55.55
7	100	87.5	66.66	83.33	83.33	80	100	77.77	100	77.77	80	80	77.77	85.71	80	80
8	80	70	85.71	85.71	90	80	92.3	80	92.3	80	91.66	82.75	87.5	86.95	80	75
9	87.5	85.71	100	100	88.88	85.71	100	87.5	92.85	87.5	92.3	91.66	92.3	85.71	90	87.5

10	91.66	88.88	90	83.83	90	88.57	91.66	90	92	87.23	88.23	83.33	86.66	83.33	86.95	85
11	86.66	80	90	80	83.33	80	75	71.42	80	72.72	85.71	80	83.33	77.77	80	72.72
12	84.61	83.83	88.88	80	91.3	86.95	88.46	84.61	85.71	85	86.95	85	90	88.23	88	84
13	100	88.88	90	80	90	87.5	85.71	80	100	83	100	87.5	100	83.33	87.5	75
14	92.3	88.46	90	85	90.47	85.71	90.47	90.47	90.9	90	93.54	93.33	92.85	88.88	93.1	92.59
15	92.3	90	75	73.33	88.88	87.5	90	88.23	88.23	87.5	78.57	85.18	90	87.5	88	85.18
16	87.5	83.33	88.88	88.88	85.71	80	85.71	85.71	100	83.33	90	85.71	88.23	83.33	87.5	85.71
17	83.33	77.77	81.81	80	87.5	76.92	83.33	80	82.35	77.77	80	77.5	76.66	77.14	84.61	79.41
18	80	75	77.77	75	77.77	76.47	78.57	72.72	81.25	78.94	83.33	77.77	83.33	75	78.37	68.75
19	85.71	84.61	85.71	77.77	85	78.57	84.12	73.04	90.47	88.88	86.11	81.81	85.71	81.25	86.36	70
20	96.66	93.33	96.66	95.23	96.29	95.23	95.65	92.3	94.11	93.75	97.87	95.23	96.07	90.9	94.59	92.85
21	90.24	88.09	90.69	88.23	92.5	88.88	90.9	88.46	90.9	90.9	92	92.3	91.52	89.83	91.66	89.47
22	80	71.42	75	71.42	80	75	80	66.66	80	72.72	80	71.42	80	75	78.57	66.66
23	100	95	100	90	90	90	90	88.88	100	95	100	93.33	93.33	86.66	95	90
24	94.44	90	93.33	90	91.66	87.5	91.66	87.5	90	86.66	90	87.5	90	87.5	83.33	80
25	90	87.5	90	87.5	90	87.5	87.5	80	87.5	80	90	80	90	90	100	90
26	100	75	100	80	80	60	80	60	83.33	66.66	75	60	83.33	80	83.33	80
27	88.88	85.71	86.61	83.33	85.71	83.33	75	66.66	76.47	71.42	78.94	75	84.61	76.47	83.33	77.77
28	90.9	80	84.81	71.42	68.75	75	80	60	75	60	80	70	80	60	80	70
29	91.3	84.61	88.23	85	92	83.33	92.85	72.72	90	83.33	94.11	84.61	91.66	86.66	90.47	77.77
30	75	80	75	83.33	75	75	80	77.77	83.33	75	77.27	75.75	83.33	66.66	81.25	75
31	70	66.66	70	66.66	75	60	83.33	66.66	83.33	75	75	75	68.75	60	75	62.5
32	80	75	83.33	66.66	80	66.66	80	75	87.5	81.81	80	66.66	80	75	83.33	75
33	80	70	83.33	66.66	83.33	66.66	75	62.5	83.33	66.66	80	70	80	72.72	75	71.42
34	77.77	60	77.77	72.72	77.77	63.63	85.71	71.42	77.77	71.42	80	73.91	84	78.12	79.41	76.92

35	85	75	87.5	83.33	83.33	84.61	87.5	83.33	76.47	71.42	87.5	66.66	85.71	50	88.88	66.66
36	86.66	80	86.66	77.77	80	66.66	90	87.5	88.88	77.77	80	84.61	85.71	87.5	88.23	87.5
37	83.33	83.33	75	66.66	83.33	75	83.33	66.66	66.66	60	75	66.66	83.33	80	83.33	83.33
38	80	71.42	87.5	84.61	85.71	71.42	80.95	75	79.16	76.92	86.66	75	91.66	84.61	95.65	85
39	88.23	84.61	92.85	90.9	90	83.33	92.85	90	90	84.61	83.33	87.5	90.9	92.85	94.73	81.81
40	80	70	83.33	83.33	78.57	76.92	80	88.88	80	80	83.33	80	88.88	83.33	81.81	65.75
41	92.3	90.47	84.84	66.66	86.66	85.71	83.33	78.94	83.33	79.16	87.09	86.2	95.65	92.59	87.5	83.33
42	86.66	80	85	80	86.66	80	85	80	90.9	88.88	85	73.33	77.77	80	87.5	81.25
43	50	66.66	66.66	66.66	50	50	100	75	50	50	50	50	66.66	66.66	50	50
44	83.33	50	66.66	66.66	87.5	83.33	85.71	75	83.33	75	75	60	66.66	66.66	100	100
45	87.5	75	83.33	75	90	87.5	93.33	83.33	90.9	90	95	87.5	90	87.5	91.66	83.33
46	77.77	70	70	66.66	50	50	66.66	66.66	80	75	75	72.22	73.33	70	75	70
47	80	81.81	80	50	87.5	75	85.71	80	77.77	80	83.33	66.66	84.61	83.33	84.61	80
48	75	66.66	66.66	66.66	83.33	50	75	75	100	83.33	80	75	87.5	85.71	100	100
49	91.42	86.95	91.11	89.65	92.1	88.46	91.42	80.6	91.17	90	90.9	89.47	91.06	88.57	92	88.57
50	100	93.33	90.9	85.71	90	84.11	100	92.3	90.9	90.9	94.44	91.66	93.75	90	90.9	81.81
51	84.21	77.77	81.81	77.77	88.88	86.86	80	81.81	75	77.77	85.71	86.2	92	91.66	87	80
52	83.33	75	100	100	83.33	76.92	81.81	81.25	90.9	81.81	84.61	83.33	90.9	78.94	82.6	78.26
53	93.33	86.66	88.88	73.33	82.6	71.42	88.88	81.81	88.88	90	80.64	84.21	80	80	90	85
54	86.66	83.33	88.88	84.21	88.88	88.88	89.65	88.23	89.47	86.66	90.9	87.5	90	85.71	92	88.88
55	50	50	66.66	60	75	66.66	55.55	62.5	75	66.66	54.54	76.47	50	68.42	62.5	68.18
56	66.66	50	66.66	50	60	50	50	66.66	50	50	60	40	60	50	55.55	37.5
57	62.5	60	60	50	60	60	66.66	50	60	62.5	62	50	70	60	60	53.33
58	66.66	66.66	60	60	66.66	50	66.66	50	60	60	83.33	75	71.42	60	60	50
59	60	50	60	50	60	50	75	60	75	60	60	50	50	50	75	50

60	75	50	60	50	75	50	75	50	50	50	75	50	60	50	50	50
61	66.66	50	66.66	50	66.66	50	66.66	50	66.66	50	50	50	75	50	50	40
62	62.5	50	60	50	50	50	50	50	50	50	60	33.33	50	50	50	33.33
63	60	40	75	40	75	50	66.66	50	60	40	66.66	60	60	60	71.42	50
64	50	50	75	50	71.42	66.66	62.5	66.66	62.5	50	60	83.33	62.5	66.66	70	60
65	66.66	33.33	66.66	50	75	44.44	57.14	50	66.66	50	53.84	50	55.55	50	50	44.44
66	50	66.66	60	50	57.14	42.85	50	40	62.5	60	56.25	50	57.17	48	54.54	48
67	53.33	46.66	57.14	50	56.25	50	53.84	50	53.33	46.66	52	50	55	50	52.94	50
68	60	66.66	66.66	50	66.66	50	50	50	66.66	50	50	50	50	50	50	50
69	60	60	66.66	50	66.66	50	66.66	50	66.66	50	50	45.45	52	48	50	50
70	60	50	57.14	50	60	50	53.84	46.15	58.33	50	50	46.66	57.14	46.15	57.69	50
71	66.66	50	66.66	50	66.66	50	50	50	0	0	71.42	57.14	57.14	50	66.66	50
72	66.66	65.21	71.42	69.23	75	72.72	72.22	60	75	66.66	78.94	69.23	73.33	72.22	80	66.66
73	72.72	57.89	72.22	62.5	70	50	66.66	60	66.66	60	73.33	62.5	71.42	58.33	68.75	62.5
74	50	50	50	50	66.66	66.66	57.14	33.33	50	60	0	0	62.5	50	50	66.66
75	50	50	62.5	50	60	50	66.66	50	66.66	50	66.66	50	70	50	62.5	50
76	50	50	66.66	50	50	50	66.66	50	66.66	50	50	42.85	58.33	50	54.54	50
77	66.66	50	66.66	50	60	50	50	50	66.66	66.66	66.66	50	60	50	57.14	53.84
78	53.84	50	66.66	50	62.5	60	60	42.85	50	50	54.54	57.14	60	54.54	57.14	50
79	75	66.66	60	85.71	66.66	66.66	66.66	50	60	71.42	79.92	66.66	71.42	66.66	66.66	75
80	50	50	60	50	33.33	50	50	66.66	50	50	57.51	60	60	50	60	50
81	66.66	75	0	60	33.33	66.66	55.55	50	50	66.66	57.14	60	54.54	72.72	50	66.66
82	33.33	50	66.66	50	71.42	50	60	50	40	50	60	50	60	50	53.33	50
83	66.66	66.66	66.66	50	66.66	60	66.66	66.66	75	71.42	58.33	70	64.28	66.66	60	66.66
84	80	77.77	77.77	70	83.33	77.77	75	66.66	80	75	66.66	66.66	75	66.66	75	66.66

85	75	75	66.66	75	75	66.66	75	80	66.66	66.66	80	60	75	0	85.71	66.66
86	80	60	66.66	62.5	66.66	50	70	62.5	66.66	50	66.66	66.66	72.22	71.42	66.66	50
87	66.66	0	66.66	50	50	50	50	50	0	0	66.66	50	100	50	66.66	0
88	75	60	66.66	50	50	50	66.66	50	60	50	66.66	50	66.66	66.66	62.5	50
89	60	50	66.66	50	75	60	66.66	50	50	50	50	50	62.5	50	66.66	50
90	80	75	75	66.66	66.66	50	75	66.66	66.66	50	50	66.66	50	0	66.66	50
91	75	66.66	50	33.33	66.66	0	75	66.66	75	50	75	66.66	66.66	60	66.66	50
92	66.66	50	66.66	66.66	66.66	50	60	60	70	70	66.66	50	55.55	55.55	66.66	50
93	50	50	50	50	50	50	100	60	66.66	0	50	60	66.66	33.33	57.14	50
94	50	50	75	50	75	50	66.66	33.33	66.66	66.66	50	33.33	66.66	0	75	57.14
95	66.66	50	62.5	60	60	50	60	57.14	60	50	72.72	53.33	58.82	57.14	64.7	50
96	66.66	66.66	66.66	50	66.66	66.66	50	50	80	60	70	66.66	71.42	66.66	71.42	62.5
97	66.66	66.66	66.66	50	50	50	66.66	50	50	50	50	50	66.66	50	66.66	0
98	80	75	83.33	75	66.66	50	83.33	71.42	80	60	66.5	50	87.5	75	80	71.42

Table-IV

Classification of sampled schools according to variables

School no.	Region	Caste	Area	Type	Medium	Facility
1	3	3	3	1	2	2
2	3	3	3	1	2	2
3	2	1	2	1	2	1
4	1	1	1	1	2	2
5	2	1	1	1	2	2
6	3	3	1	1	1	2
7	3	3	2	1	2	1
8	2	1	1	1	1	1
9	2	1	2	2	1	1
10	2	1	2	2	1	1
11	2	1	2	1	1	1
12	1	1	3	2	1	2
13	2	1	2	2	2	1
14	1	1	2	2	2	1
15	2	1	3	2	1	1
16	2	1	3	2	1	1
17	1	1	1	1	2	2
18	2	1	3	2	2	1
19	2	1	3	1	2	2
20	1	1	2	2	1	1
21	1	1	2	2	1	1
22	3	3	1	2	1	2
23	1	1	3	2	1	1

Region:
1. Jammu
2. Kashmir
3. Ladakh

Caste:
1. General
2. SC
3. ST

Area:
1. Rural
2. Urban
3. Semi-urban

Type:
1. Government
2. Private

Medium:
1. English
2. Urdu

Facility
1. Adequate
2. Inadequate

24	1	1	2	1	2	1
25	3	3	3	2	1	1
26	3	3	3	1	1	2
27	2	1	1	2	1	2
28	2	1	1	1	2	2
29	2	1	3	1	1	1
30	2	1	3	1	2	2
31	3	3	1	1	1	2
32	3	3	1	2	1	2
33	3	3	3	2	2	2
34	3	3	1	1	2	2
35	2	1	1	2	2	1
36	2	1	1	2	1	1
37	2	1	2	1	2	2
38	3	3	2	2	1	2
39	3	3	2	2	1	1
40	3	3	3	1	2	1
41	1	1	3	1	1	1
42	3	3	3	2	2	1
43	1	1	1	1	1	2
44	1	1	1	2	1	1
45	1	1	2	2	1	1
46	2	1	1	1	2	2
47	2	1	1	2	2	1
48	3	3	2	1	2	1
49	1	1	2	2	1	1
50	2	1	2	2	1	1
51	2	1	3	1	2	1

52	2	1	3	1	2	1
53	1	1	3	2	2	1
54	3	3	3	2	1	1
55	1	2	2	1	2	2
56	1	2	1	1	2	2
57	1	2	2	2	1	2
58	1	2	2	2	1	2
59	1	2	3	2	1	2
60	1	2	3	1	1	2
61	1	2	1	1	1	2
62	1	2	1	2	1	2
63	1	2	3	2	2	2
64	1	2	2	1	2	1
65	3	3	1	1	1	2
66	3	3	1	1	2	2
67	3	3	1	1	2	2
68	3	3	1	2	1	1
69	3	3	1	1	2	2
70	3	3	1	1	2	2
71	3	3	1	1	2	2
72	3	3	1	1	2	2
73	3	3	1	1	2	2
74	3	3	1	2	1	2
75	3	3	2	2	1	2
76	3	3	1	1	2	2
77	3	3	1	1	2	2
78	3	3	1	1	2	2
79	2	1	3	1	2	2

80	1	2	1	1	1	2
81	3	3	1	1	2	2
82	1	2	1	1	1	2
83	1	2	2	1	2	2
84	2	1	2	2	2	2
85	2	1	3	2	1	2
86	3	3	1	2	2	2
87	2	1	1	1	2	2
88	3	3	3	1	2	2
89	1	2	1	1	1	2
90	2	1	1	2	2	1
91	2	1	2	1	2	2
92	2	1	3	1	2	2
93	1	2	1	1	1	2
94	1	2	1	2	1	2
95	1	2	2	2	1	2
96	3	3	1	1	2	2
97	3	3	2	1	2	2
98	2	1	3	2	2	2